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Designing of Performance Indicators for Universities

Training Higher Education Students and Teachers : Abercrombian Approach

Bachelor of Education Through Distance Mode

Mental Plan — A Psychological Preparation for Sportsmen

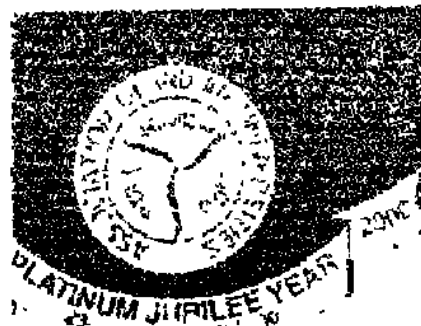
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Association of Indian Universities



NATIONAL MUSEUM INSTITUTE OF HISTORY OF ART. CONSERVATION AND MUSEOLOGY.

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Essential qualifications : M.A. in Museology/Museum Studies or equivalent. **Desirable :** Knowledge of any classical or foreign language such as Sanskrit, Persian, Arabic, Greek, Latin, French, German, Italian, etc. Candidates having qualified JRF test conducted by CSIR/UGC shall be preferred.

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GENERAL

1. Good academic record with 50% and above marks at Graduate or post-graduate levels are essential for all M.A. and Ph.D. Courses.

2. Candidates seeking admission to Master's programme shall be expected to sit for a written examination followed by an interview.

3. Reservation of seats for SC/ST etc. shall be as per Govt. rules.

The application on prescribed form (annexed with the Information Brochure) only supported by copies of the certificates should reach Dr. P.K. Sharma, Asstt. Registrar by 21st May, 1999. The Information Brochure of the Institute for the year 1999-2000 can be had from the Cashier of the Institute on payment of Rs. 50/- (Rupees fifty only) in cash or Rs. 100/- (Rupees one hundred only) in the form of crossed Demand Draft payable to NMIHACM on any Nationalised Bank in New Delhi, if needed by post.

REGISTRAR

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Mr. Sutinder Singh

Editor :

SUTINDER SINGH

Designing of Performance Indicators for Universities

A Systems Approach

S.P. Mathur*

Backdrop

The country has been witnessing financial resource crunch since 1989-90, which has become more severe during the recent years resulting into reduced allocation of funds for higher education. Due to this, University Grants Commission (UGC), instead of making need-based allocation of maintenance grants to the universities, has been releasing funds on incremental basis only. These grants, therefore, fall much short of actual requirements of the universities under establishment and non-establishment sectors. A recent financial analysis made in respect of Delhi University reveals that 95% of the total maintenance grant received from UGC goes towards payment of salaries. It further points out that "the annual expenditure, which has risen by around 10 per cent for the past several years, shot up by 65 per cent this year, thanks to the recommendations of the Fifth Pay Commission. The Commission's recommendations led to an increase of about 60 per cent in the salary budget accounting for a 45 per cent increase in the total budget."¹

In order to rationalise the funding of higher education, UGC had set up, in November 1992, a High Power Committee under the chairmanship of Justice Dr. K. Punnayya to examine the financial situation in regard to the institutions of higher education. Further, based upon the report of the Pylee Committee (relating to the unit cost of higher education and other issues), UGC had proposed to the central universities to introduce the unit-cost system for projecting their requirements of maintenance grants from the financial year 1998-99. Moreover, while implementing the new pay-scales recommended by the V Pay Commission for teaching and non-teaching staff, the UGC has provided funds to the tune of only 80% of the additional liabilities and has asked the universities to meet the difference of 10% through resource mobilisation and 10% through savings. This principle applies to UGC itself.²

In spite of the above mentioned measures adopted by UGC to curb the maintenance grants of the universities, perhaps UGC has still not been able to provide sufficient funds for higher education and is, therefore, contemplating linking one-third of the grant of a university to its performance in different fronts, to be judged by UGC.³ This will make the universities professional in their approach and result-oriented in their working, because the universities will compete with each other for grants and a university rating the highest in the scale will grab the maximum maintenance grant. However, UGC will have to spell out, standardise and allot weightages to different performance indicators according to the priority attached to each indicator. The experts at the UGC are already devising performance indicators for the purpose.

The university system comprises four components, viz., teachers, officers, non-teaching staff and students and for the purpose of devising and evaluation of performance indicators it can be broadly frag-

*Assistant Registrar, Banaras Hindu University, Varanasi-221 005.

mented into the following three sub-systems : (a) Academic, (b) Examinations, and (c) Finance.

Academic Sub-System

The major indicators falling under this sub-system to judge the performance of a University have been given below :

- (i) *Academic Calendar* : Whether a university prepares and sticks to the academic calendar.
- (ii) *Admission Process* : Whether a university conducts entrance tests for admission to various courses or admits the students on the basis of marks secured in qualifying examinations. Besides this, the other measures of performance may be number of seats in different courses; number of admission forms sold; number of duly filled-in forms returned; number of admit cards issued to eligible candidates for appearing in admission tests; number of candidates actually appeared at the entrance tests; adherence to the prescribed norms and the minimum eligibility requirements in admission; time consumed in completing the admission process and adherence to the last dates for the same and number of seats remaining vacant in different courses.
- (iii) *Teaching* : The quality of teaching conducted in a university may be evaluated by adherence to academic calendar in the matter of commencement of classes; number of classes held in an academic session; attendance requirements for students and adherence to this norm; number of students detained due to shortage of attendance; existence of classrooms, laboratories and research facilities; course contents for different courses; and number of visiting guest lectures organised in different courses.
- (iv) *Performance of Teachers* : The performance of teachers of a university may be evaluated in terms of teaching and research load of Professors, Readers and Lecturers in an academic session; teacher-student ratio; number of teachers attending national and international seminars; number of books published by teachers; number of research publications by teachers in national and international journals; number of national and international seminar/conferences/symposia/workshops organised by different departments; number of national and international fellowships/scholarships awarded to teachers; and number of schemes/projects sanctioned to individual teachers by various funding agencies like UGC, CSIR, ICMR, Ministries, etc.

(v) *Performance of Students* : Performance of students can be evaluated from the number of students appearing at and qualifying in fellowship tests conducted by UGC/CSIR and other prestigious Indian and foreign bodies; number of dropouts/percentage of students appearing at examinations to the total number of students admitted; participation of students in debates, games, sports and other similar events and winning prizes; and organising extra-curricular activities like debates, games, sports by the university.

(vi) *Miscellaneous* : Number of self-financing/professional/industry-based/job-oriented courses being run by the university; number of NRIs, NRI-sponsored and industry-sponsored students, number of companies visiting the university to conduct campus interviews in professional courses, like Engineering and Management, number of jobs offered by them and number of students getting jobs; maintenance of academic environment; and number of academic days lost due to strikes.

Examination Sub-System

The following indicators may be adopted to evaluate the performance of university under this sub-system :

- (i) *Examination Schedule* : Holding of examinations according to the schedule contained in the academic calendar.
- (ii) *Holding of Examinations* : Number of incidents of mass copying and adoption of unfair means, incidents of mass boycotts/walk-outs; and maintaining sanctity of examinations.
- (iii) *Evaluation of Answer Books* : Standard of examiners, especially for research degree and postgraduate and professional examinations; time taken for evaluation of answer books; and adoption of central evaluation system.
- (iv) *Declaration of Results* : Time consumed in compilation and declaration of results.
- (v) *Performance of Students* : Percentage of pass-outs to the total number of students appeared at different examinations.
- (vi) *Award of Degrees* : Time consumed in finally awarding the degrees to the students.

Finance Sub-System

The major performance indicators suggested under this sub-system are :

(Contd. on page 13)

Training Higher Education Students and Teachers : Abercrombian Approach

Manvendra Kishore Das*

Context

We have often felt the need of orienting and refreshing college and university teachers through the UGC sponsored Orientation and Refresher courses of Academic Staff Colleges attached to various universities of India. We consider it a march towards professionalism. How far these programmes are serving the purpose for which they have been introduced is a matter of investigation as well as self-introspection for ourselves or for our policy makers. However, more important than these programmes is the introduction of scientific method of students training for college and university teachers at the first hand. Their knowledge and expertise in their respective subjects is not necessarily turning them into good teachers. What is required is a 'new think' about curriculum development and more specifically putting objectives into perspective and then handling them in a sensitive and creative manner as suggested by Herbart, Herbert, Dewey, Bobbitt, Tyler, Bloom, Taba, Mager and others recently such as Abercrombie and those who contributed in the area of curriculum development and Educational Technology. It is wrongly held that these areas are relevant only for school teachers. More specifically in university teaching departments the emphasis has shifted towards research and consultancy in alarmingly disproportionate fashion aiming towards the career growth of individual teachers. It is not to argue against research, consultancy or extension work, rather the argument is against the ways and disproportional inclination only towards these works, at the cost of teaching and guidance which is institutional, more important and more absorbing, time taking, energy consuming and yet desirable in our colleges and universities at least.

To produce better students is no less important for a college or university teacher than to produce a research paper or to impart consultancy. (IIT brand teachers may be exempted for other reasons). It may be argued that in the absence of becoming a better teacher what is wrong in becoming a better researcher? Why teaching an average student is not so easy a task? The ramifications of teaching process

and their execution for the benefit of students is as important for teacher educators of Teacher Education Institutes, as for the teachers of various other subjects at college and university level. Here is a point towards which M.L.J. Abercrombie has drawn our attention. Even with all wisdom and knowledge it is not easy to impart it among the students as often we lack perspective of teaching or precisely scientific method of training. Hence the approach of Abercrombie may explore the context further with samples of teaching-learning process in higher education vis-a-vis the changed role of a teacher as she has experimented with medical and architecture students on the one hand and university teachers on the other.

Scientific Method of Training

Some of the difficulties of training higher education students in scientific method are : how to observe accurately and comprehensively and draw reasonable conclusions from what one sees? How to see differences and similarities between things i.e. to classify, judge, test, predict and extrapolate validly? How to analyse and synthesize usefully? Are these skills followed automatically from the absorption of scientific knowledge? In fact it is easier to teach a student the facts than to help him think about them; it is easier to demonstrate to a student what he may see in a specimen than to help him discover anything else; or to distinguish what he thinks is there from what is really there? The difficulties seemed to be connected with the student's perception of his own relationship to knowledge, through his relationship to teachers. This authority — dependency situation needs modifications. The problem is how to take advantage of other people's experience without being confined by it or how to use old knowledge to behave effectively towards new things.

False Assumptions of Teaching and the Correction

Abercrombie said in a retrospective paper : "The quest began with a search for how to learn to see more clearly and comprehensively and make more reasonable deductions from what one sees" (1972 : 124).

Our teaching is based on the false assumption that the straightforward teaching of the established factual body of knowledge of science would train students in scientific ways of working, would help them

*Reader, Institute of Education,
Devi Ahilya Vishwavidyalaya, Indore-452 001.

to behave scientifically, ignoring personal and social interconnections.

It is the social climate, the 'group situation', that seemed important, even for an activity, learning to behave scientifically, that is usually regarded as rational, objective and emotionfree. In fact those who prefer discussion tended to distinguish between 'facts' and 'inferences', they make fewer false inferences; they consider alternative hypothesis more frequently; and they are less adversely 'set' in reaction to a stimulus pattern by previous experience of similar ones. The emphasis on her training of scientific method nevertheless was on observation, accurate recording, making rational inferences and arriving at sound generalisations.

Group Approach

The groups could be described as short term, closed and monosymptomatic i.e. deficient in scientific objectivity. Here, attention is focused on a particular by the initial exercise done individually. The members are colleagues, and there is no resistance or 'abstinence', no attempt to prevent meeting outside the group. The discussion is free in the sense that there is no directive chairmanship; it is associative in that the perception of the relationship of seemingly irrelevant topics is encouraged and analytic in that the attempts to clarify and specify the meanings of statements are there.

There is a need to make a supportive, non-threatening climate in which constant challenge to habitual ways of thinking is tolerable.

A convenor should make only necessary statements, avoid breaking silence, encourage contemplation and questioning.

Discussion in the group is reassuring at personal level. One's difficulty is not peculiar to himself. The problems are related to general and fundamental aspects of higher education. Confronted with a wide range of alternative ideas and of ways of behaving to a specific event, one may recognise some part of one's own idiosyncratic complex of assumptions and question their usefulness.

Abercrombie distinguished group analytic methods and principles used for educational purposes, from other types of group methods employed in higher education. She also drew attention between groups used for psychotherapeutic and educational ends.

Abercrombie on Group Discussion

She had examined the role and potential of therapeutically oriented groups in education for the pro-

fession, summarised the pedagogical skills and challenges of using group of any kind and considered part within the wider context of the aims of university education.

Abercrombie stated the Group Discussion Method in three situations — first, with medical students, second with Architecture students and the last with university teachers.

In the project with medical students, the need was to change students' ideas about their relationship to knowledge and authority, to show them how intensely their own personal experiences affected the ways in which they learned facts and made judgements.

The second one was to help students and staff to take a different view of their own boundaries, so that they may cooperate more easily in what is generally regarded as that most distinctively personal, individualistic process of designing.

The third was to help university teachers to change their role as didactic transmitters of bodies of knowledge to that of facilitating student autonomy in learning. The teacher needed to open his ears rather than his mouth, to show signs of wanting to listen and understand and having heard and noted.

Teaching-Learning Process in Higher Education

But the teacher whose main aim is to broaden, deepen and enrich the students' understanding of the substance of the academic curriculum is still faced with the problem of structure and freedom. In teaching-learning process the first is the social nature of man. This is commonly ignored in higher education, emphasis is being placed on individuality, focusing on the importance of making a distinctive personal contribution to knowledge. Academic work encourages isolation and competitiveness rather than co-operation. It is only in relation to others that a person can get to know himself in a better way. Because each person has an individual physical constitution and a different stock of experience from that of every other, his perceptions are essentially egocentric to a great extent. Thought develops quite otherwise in interactive discussion — changing in pace and duration, often diverging, running into a blind alley, often back tracking, revising, clarifying, enlarging and enriching a point settled already.

Associative Discussion

Free or associative discussion is a useful way of enabling each individual to contrast his habitual ways of thinking and behaving with that of several others and change them if he thinks fit.

In associative group discussion, the network of statements or free associations be regarded as expressing the communications of unconscious interrelations. The succession of these and all the verbal and non-verbal communication made in meeting after meeting builds up to form the 'matrix' of the group for a change.

Emphasis on Thought and Narrow Attitude Towards Students and Field of Knowledge

There is a tendency in education generally, and especially in higher professional and vocational education, to focus on a narrow field of knowledge at the cost of excluding not only the other fields, but also the personal matters and social matters generally. The emphasis of teaching is on thought rather than feeling. They (students) are children compared with the academic staff as far as specific knowledge is concerned. But in social, sporting and other 'leisure' pursuits they are regarded as grown up, organising their own time, managing their own societies and so on.

In teaching it helps to behave in a socially acceptable manner and to avoid increasing students' anxiety by the profound changes in role — theirs and the teacher's.

One must avoid the temptation to outsmart a student. It is important to show the signs of listening, learning and remembering and to prepare yourself, when chaos seems overwhelming.

Teaching vis-a-vis Psychotherapy

Thus a teacher has to perform the role of psychotherapists at times as both aim to change behaviour. In teaching it is supposed that the pupil has not yet learned how to behave in the required way because of youth or ignorance. It is a help in the learning process. In psychotherapy it is supposed that the recipient (patient) has already learned habits that are bad and consequently he must develop different reactions to the same situations; he has to unlearn and relearn. Teachers work with pupils who by and large are mentally like themselves, except the expertise in prescribed field of knowledge. By contrast, psychotherapist work with patients, people whose mental outlook is maladapted to life. In teaching too the psychotherapeutic approach is necessary at times. Learning anything that is new to the world must involve some unlearning, since our knowledge tends to form an integrated, consistent whole. The newer the behaviour is, and the more complicated and subtle the change of behaviour aimed at, the more likely that a psychotherapeutic approach rather than a didactic

one will be effective. Conventional teaching works at the mental level of conscious, rational behaviour; psychotherapy attempts to help people to behave more rationally by making them aware of unconscious or preconscious process that causes them to behave irrationally.

Focus on Group Discussion

Certain kind of group discussion can provide opportunities for such 'psychological exploration'. This is not to be confused with the possible cathartic effects of small group teaching. Many of the difficulties of thinking, thinking clearly can be approached through reasoning in a permissible atmosphere, which encourages exploration. The discussions involve very subtle and complex exploration of attitudes viz. education for change, skill formulation, professionalism and teamwork.

Group Discussion and Lecture

In the lecture system there is an asymmetrical relationship between the teacher and the taught, there is encouragement for splitting theory and practice, there is distance between teacher and pupil. But free group discussions differ from the lecture system in which the emphasis is on the teacher giving information to the student. How and what the students accept differs qualitatively from what the teachers give and from what the student does with it, is not usually enquired into by either party.

Structure-Functions and Implications of Group Discussion

In free group discussion, the emphasis is not on giving information to the student, but on examining the ways in which information he already has is affecting him usefully and not usefully, consciously and not consciously, his approach to new problems and his reception of new information.

It stimulates the students to active participation, so that he learns by direct personal experience how reactions are subjectively coloured, rather than by report as he would in lecture.

There are four functions of group discussion — the group can offer mutual support; can provide opportunities for increased awareness of one's own behaviour; can help to develop greater empathy with students; and can serve as a model for one kind of behaviour that can be developed in teaching groups.

The conductor's task, directed towards serving the four functions is that of encouraging participation to talk about their experiences of teaching, their

over reactions, and what feelings they have in relation to them, in such a way that each person can see more clearly what implications his behaviour has for the ways his students perceive and react in the group learning situation.

The conductor's aims and behaviour are thus different from those of the teacher with which we are familiar in the conventional teaching situation, whose main objective is transmission of information.

The most obvious difference between the behaviour of a conductor and of a didactic teacher is to be seen in the amount of the class time he occupies in talking himself. The conductor behaves as other members do, as a participant observer. The conductor listens hard and tries to understand what each participant is trying to say and how this relates to the general stream of conversation. Patience is required, for the conversation is not that of scholars expounding their expertise rather than of ventures into unfamiliar territory.

Thus such social-scientific way of training and exploring the phenomena of teaching-learning process should be encouraged to gain the maximum institutional output at higher educational level too.

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Bachelor of Education Through Distance Mode

Sunil Behari Mohanty*

Distance education is a recent innovation in the field of education. It has enlarged the scope of education. Since the establishment of Open University of U.K. in 1969, open universities have been established in many parts of the world, based on distance education mode of delivery of instruction. Distance education has made education available at the doorstep. Coupled with open learning, it provides structural flexibility. It is an important tool for teacher training in the inservice education stage, especially in further upgradation of qualifications of the trained teachers. The need of starting preservice distance education courses for the teachers in India leading to B.Ed. degree arose in the sixties, when the University of Delhi took the lead in the matter and organised B.Ed. through correspondence. Regional Colleges of Education of NCERT also started summer cum correspondence courses leading to B.Ed. degrees of concerned universities. These courses had nearly 3 months of contact programme. Their college teachers supervised the skill development programmes. There was systematic feedback through assignments. These attempts were undertaken mostly to take care of large percentage of untrained teachers who had been working in schools mostly for more than a decade. In course of time, the Regional Colleges of Education of NCERT and the University of Delhi, realising the adequate increase in percentage of trained teachers, stopped these courses. Himachal Pradesh University, Shimla also stopped this course, mostly because of production of a large army of trained teachers who did not have the opportunity to get absorbed in the school system. In such a situation, a few universities entered the area of teacher training programmes leading to B.Ed degree to augment university financial resources from the profit accrued from B.Ed distance education programmes, at the cost of standard of school teaching. This led to unhealthy competition among the universities. The UGC guidelines for distance education suggested that universities should provide courses in distance education in which regular faculty existed in the universities. Without taking cognisance of this specification, universities (even a central university) went ahead with organisation of B.Ed course through distance mode.

*Head of the Department, Department of Education,
Gangadhar Meher College (Autonomous),
Sambalpur-768 004.

In case of one university, it was found that no lecturer or reader in education was found in the cell for distance education and the B.Ed course was the only distance education course being offered by that university.

It is a fact that the face to face mode of teacher training programmes in many cases became stereotyped and ritualistic. In some cases, B.Ed. programme in these courses were restricted to 3 to 4 months instead of 10 months. Practical examination for B.Ed. degree was ritualistic in manner. It is recorded fact that interviews of 600 candidates for assessing "community work" component of teacher education could be conducted in 1 day. Evaluators have been found evaluating teaching of more than 60 candidates per day. Lessons have been evaluated even on the basis of observation of one or two minutes instead of observation for full period. Perhaps this type of dilution in evaluation in face to face mode lured some universities to start B.Ed. courses. Above criticisms may be mostly true, but these are not applicable to all B.Ed. colleges. Many researchers and teacher educators raised their voice of concern regarding this sad state of affairs in the field of teacher education. Many senior teacher educators working in university departments of Education, IASEs, CTEs, Regional Colleges (Institutes) of Education of NCERT, autonomous training colleges, University Colleges of Education, government and private training colleges and departments of education in general colleges participated in B.Ed. distance education programmes as these gave them opportunity to earn a substantial amount from remuneration for taking theory classes, writing lesson notes, evaluating answer books etc. Some educationists found distance education mode useful for in-service teachers. Perraton (1984) reported about usefulness of distance education programmes for untrained primary school teachers of Botswana that combined correspondence with radio and short spells of residential study. Anzalone (1995) stated that "well designed distance education programme, linked to on-going teacher support and development are more often cheaper and more effective." (P. 3). Block (1995) reported that basic distance training provided while teachers are already teaching in schools is more effective than conventional teacher training. Mukhopadhyaya (1988) was of the opinion that distance education mode for teacher education is not only cheaper but also cost

effective. Although it is a fact that the first Open University of the world at United Kingdom does not have B.Ed. course. Open universities of a few developing countries have such programmes.

In India, many educationists, in individual capacities and in committees and forums have raised the issue of dilution of teacher training through distance mode. As distance mode pays extra money, many teacher educators go for distance mode programmes avoiding their regular work, even by taking leave. Bawa (1991) accused correspondence courses for turning out poor quality teachers on a mass scale. In 1993, Yash Pal Committee observed: "Pre-service teacher education programme, being a professional course, has to be rigorous, thorough, and intensive programme. Therefore, B.Ed. degree course by correspondence be de-recognised." (P. 27). Passi (1994) referred to dangerous game played by universities for generating their revenue through B.Ed. distance mode, without following desirable norms. Dhand (1996) went to the extent of stating that these degree producing factories were doing a disservice and bringing disrespect to the profession of teaching in India. Mohanty (1996) reported that Pondicherry University conducted B.Ed. through distance mode without having any lecturer in Education in its Directorate of Distance Education and without having proper instructional materials and adequate practical activities. Microteaching programme was not found even in case of one centre. The reading materials for students were not prepared in self-learning format. Persons who were not even lecturers in Education taught in contact programmes. This indicates that universities did not pay much attention to the quality of the programmes. Robinson (1997) reported that distance education has been effective for inservice programmes but has been less effective by itself for teaching practical subjects (where students need to learn new skills), for changing classroom practice and for teachers.

Distance education programmes being run by various agencies get adversely affected by inadequacies such as (a) Inadequate funds — piping of funds for purposes other than teacher training, (b) All resource persons on contract, (c) Hurried planning, and (d) Reluctance to spend money for (i) production of materials of quality, (ii) employing experts from education faculty in distance education cells/dept. to give better direction, (iii) evaluating adequate numbers of assignments and sending them back to students for feedback, (iv) utilising services of large numbers of experts for supervision of practicals, and (v) conducting demonstration lessons.

A comparative analysis of face to face and distance education programmes for B.Ed. may be as follows :

Face to Face & Distance Education Modes			
S.No.	Aspects	Face to Face	Distance
1.	Training on individual skills before delivery of demonstration lessons	Mostly given	Rarely given
2.	Type of trainers	Full time	Part time
3.	Provision for delivery of a number of demonstration lessons in each method/subject covering varieties of techniques	Found	Not found
4.	Provision for criticism/discussion lessons by each student teacher	Found	Not found
5.	Nature of student population	Full time	Part time
6.	Use of school teachers as supervisors of teaching lessons	Rarely found	Found
7.	Evaluation of lessons by school teachers.	Rarely found	Mostly found
8.	School teachers as providers of feedback during practice teaching	Rarely found	Mostly found
9.	Opportunity for training in physical education and organisation of physical education programmes	More	Less
10.	Campus training in SUPW activities.	More	Less
11.	Continuous feedback on lesson planning and actual teaching during criticism lessons spread over nearly 2 months, at the rate of 2 periods everyday with adequate time for assimilation.	Given	Not given
12.	Observation of lessons of school teachers followed by discussion under guidance of college teacher educators	Undertaken	Not Undertaken
13.	Training in organisation of functions	Given	Not given
14.	Training in value education in form of participation in prayer assembly	Given	Not given
15.	Training in acting in drama, one act plays etc.	Given	Not given
16.	Opportunity for interaction between teachers and students during theory classes	More	Less
17.	Chief organiser of the programme at least in the rank of Reader in Education	Found in all cases	Not found
18.	Evaluation of practicals	Ritualistic	Ritualistic
19.	Opportunity to learn theory at one's own pace	Less	More
20.	Opportunity to try out methods and innovations	Less	More
21.	Scope for interaction with persons having experience in field	More	Less
22.	Opportunity for participation in seminars, debates and discussion groups.	More	Less
23.	Opportunity for interaction with peers	More	Less
24.	Availability of Modular Course material for self-study	Not found	Mostly found

It may not be construed from this paper that all B.Ed. programmes through distance mode are inferior in quality than those delivered by training colleges and departments of Education. The curriculum, in case of certain distance education mode, is much better than those of face to face mode. There have been many attempts to improve quality of programmes delivered through distance mode. In 1990 Professor M.B. Buch Committee gave certain suggestions. After NCTE started functioning as a statutory body, a committee was set up under the Chairmanship of Dr. R.C. Das, Ex-Vice Chancellor, Berhampur University to examine various aspects concerning distance education mode for pre-service and in-service teacher education programmes. The committee did not favour distance mode for fresh category students.

In 1995, UGC set up a committee under the chairmanship of Prof. Ram Takwale, Vice Chancellor, IGNOU which came out with certain guidelines. The National Council for Teacher Education (NCTE) notified its guidelines in Gazette of India, May 10, 1997. A subsequent modification was published in Gazette of India April 2, 1998.

1. Students to be selected from among those living in the territorial jurisdiction assigned to a University by the Act or as assigned by the concerned state government.
2. Applicants have to be regular serving teachers with 2 years of experience. However, there may be fresh categories of students, if so desired by the state government and approved by NCTE.
3. Delivery of at least 40 lessons out of which 10 are to be evaluated by qualified teacher educators, as per UGC guidelines.
4. Ten full time core faculty including one professor and two readers for an intake of 500 students.
5. One part time teacher educator for every ten students at a study centre. Each study centre to have not more than 100 students. Size of class for interaction sessions to be not more than 30 and for small group activities to be not more than 10.
6. Weightage of 50% for continuous evaluation and grades for evaluation of practicals.
7. Duration of the course to be 2 to 5 years.

NCTE guidelines permit use of part time faculty for internship, workshop, and contact programme. It has been observed that as distance education programmes affect the functioning of regular programmes, restrictions are necessary regarding utilisation of services of face to face mode faculty members on working days.

After publication of NCTE guidelines for distance education for B.Ed. programme as a regulation, many universities undertaking B.Ed. programmes through distance education mode stopped admission of students. This is perhaps the most significant achievement of NCTE. Recently, NCTE, UGC and DEC have arrived at certain guidelines for B.Ed. programme through distance mode. A few universities have already started such courses. Following suggestion are given for distance mode teacher education programme leading to B.Ed. Degree.

Pointers for Action

1. Distance mode utilises the services of regular teacher educators working in face to face mode institutions affecting the quality of the face to face mode programme. Hence, distance mode institutions need to utilise face to face mode personnel, only during the vacations of the institutions where they are serving;
2. Aspects of face to face training generally lost in distance mode are aesthetic development, physical development, moral development, vital development, spiritual development etc. If the distance mode is restricted to inservice teachers, such neglect is legitimatised. If not, the distance mode needs to have facilities for above types of development;
3. Face to face mode of teacher education of three decades earlier had mostly inservice students. The approach at that time continues even today. The evaluation of teaching carried out earlier was ritualistic in nature. The same pattern is found today in most of the institutions of teacher education. Due to this, the performance of B.Ed. candidate; passing through both face to face and distance modes is similar. In many cases, evaluation of teaching in distance mode has been more farcical as the evaluator faced the students for the first time, whereas, in case of face to face mode generally does not take school teacher as evaluator, whereas distance mode does. Hence, school teachers to be appointed as evaluators in case of distance mode need careful selection and training;
4. Distance mode generally does not organise demonstration lessons and guided observation of lessons of good school teachers. In certain distance mode programmes, contact programmes rarely achieve skill through micro-teaching sessions. Duration of contact programme has to be long enough for the purpose. When the resource persons have to carry out micro-teaching sessions for too many students in a group, the outcome is negative. There may be cluster of distance education

mode institutions to engage their full time staff in practical activities throughout the year, irrespective of the jurisdiction of their parent institutions. This can ensure optimum utilisation of resources. The suggestion to have ten full time and ten part time teacher educators for every batch of 500 students sounds logical in view of the above;

5. The norms should be based on plurality and not on universality, as situations vary from state to state. There should be local relevance. The norms suitable for Kerala may not be applicable for Nagaland which, because of insurgency problem cannot engage outside resource persons. The norms should be flexible and not standardised. There should be stress on decentralisation. The norms should be flexible enough to take into account the diversity in the abilities of the teacher trainees, learning environment and teaching facilities available in the schools. Recent innovations such as Zero Lectures programme etc, tried out at DAVV, Indore, Banasthali Vidyapith etc, provide freedom base to teacher training and these innovations need special attention for incorporation in distance mode programmes;
6. Critical analysis of existing input norms for expected quality of teacher education and the assessment of existing infrastructure need to be undertaken;
7. In order to take care of the shortage of teacher educators for B.Ed. programmes through distance mode, a centralised body may initiate National Level Testing for school teachers to empower the qualified teachers to act as practical teacher trainers;
8. Process norms need be developed at training sites;
9. Distance mode teacher training should have linkage with teacher education authorities to allow distance mode students utilise the libraries of regular teacher training institutions and use the materials supplied for the purpose;
10. Sessions such as Yoga, meditation, concentration etc, may be included in contact programme to develop suitable attitude to some extent among the teacher trainees;
11. The curriculum should give stress on action research;
12. The course learning materials need to give stress on self learning skill and need to provide motivation to the teacher trainees to read more and try out more innovations;
13. The assignment evaluators need to have undertaken training for the purpose;

14. Each of the teacher training institutions in the catchment area of the distance mode teacher education institutions should be supplied with video recorders and video cassettes containing various lessons on theory and practice of teaching. There should be at least one such centre in each district. The Distance Education Council may consider such possibilities. In case of districts not having any teacher education institutions of B.Ed. level, the teacher training institutions offering diploma or certificate courses and in their absence, secondary schools can be utilised for the purpose;
15. Follow up studies of products of B.Ed. distance mode courses need to be undertaken; and
16. The existing norms might need revision in view of above suggestions.

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Mental Plan — A Psychological Preparation for Sportsmen

K. Vaithianathan*
S. Bevinson Perinbaraj**
A.S. Nageswaran***

Today sportsmen face some unique challenges. The standards are higher, the competition is tougher, the stakes are greater. Among the best, physical preparation is more complete and the psychological component is more important than ever before. Ten years ago, high-performance amateur sportsmen may have been able to distinguish themselves in competition without developing a highly refined mental game plan, but to hope for that today is much like hoping that God will come down during a time-out to tell you how to turn a game around. It could happen but planning on it is a little risky. Many of the coaches described the personal qualities that guided the sportsman to better performance, such as, psychological self-direction, determination, organisation and concentration on task and also pointed out that he/she (sportsman) performed best in and preferred, a relaxed atmosphere or a relaxed state of mind.

All sportsmen committed to high-level performance should familiarize themselves with practical concepts and strategies for developing their mental as well as physical strength. The athlete who effectively utilizes his/her mental strength becomes stronger and more self-reliant and develops greater personal control, regardless of whether that learning is self-initiated, or initiated by a sport psychologist.

Mental Plan

Everybody has a certain physical capacity. If the body is trained more and better, the present physical capacity will be higher than trained less. However, whatever the physical capacity may be at the moment, it should look at the psyche in order to get the most. Everyone has to rely on his head.

All sport is psychological as well as physical because it is led by mental images and thought patterns. Thoughts, images and mental patterns act as

the control mechanism. They direct and the body follows. The firming of a response begins in the head before the body responds. Negative thoughts are particularly effective for destroying skilled performance; (say can't, won't, not able) positive thinking will not always help, but negative thinking almost always hurts. Thoughts, images and mental directives that are positive, determined and focused will often make the body respond just as you would like it to respond and much more consistently.

Developing the Mental Plan

Psychologically several critical points appear to determine the performance outcome in a competitive situation.

1. Pre-Competition Phase

A basic pre-competition plan important for all sports, consists of an appropriate psychological warm-up combined with the physical warm-up and an appropriate prestart focus. Through physical warm-up and immediate prestart focus plan, the Confidence, Avoidance of Self Defeating Thoughts, and Activation shall set stage for superior performance.

a) Psychological Warm-up

Most important is the general psychological warm-up that gets the right feeling or mental state going into the competition. An effective pre planned psychological warm-up combines a series of self suggestions with well chosen movements (sometimes music) all aimed at creating an ideal feeling or mental state:

b) Pre-start Focus

It is the focus of attention just before the start of the event. It should flow naturally out of a positive psychological warm-up. A specific pre-start psyche plan is also helpful. This will generally consist of a brief reminder of your events focus plan, an adjustment of activation level and a focus of the first moves just seconds before the start of the performance.

2. Competition Phase

a) Event Focus : The best focus of attention during the competition of an athlete.

*Professor and Director, Department of Physical Education and Sport Science, Annamalai University, Annamalai Nagar, Tamil Nadu. **Sports Secretary, Alagappa University, Karaikudi, Tamil Nadu.

***Lecturer, Dr. Sivanthi Aditanar College of Physical Education, Tiruchendur, Tamil Nadu.

b) **Event Refocus** : If the focus of attention is drifted or distracted or an error is committed, refocus the attention by concentrating.

c) **Extending Limits** : It is the ability to mobilize all your energy and resources during the most demanding parts of the competition.

The precompetition plan and competition plan are designed to improve the consistency of your performance.

Pre-Event Psychological Preparation

A constructive psychological warm-up normally consists of realistic self suggestions, imagery and a well-established pattern for combining these skills, which make even the most stressful competitions seem more normal.

Realistic Self-Suggestions

Pre-event positive thinking should be grounded in reality, based on real strength and specific in content.

Example : Preparation for the event, capacity, performance on certain previous occasions. Self suggestions or reminders about such things as preparation, readiness, ability, adaptability or commitment to give everything for psychological warm-up.

Imagery

There will likely be great diversity in terms of the specific content of different athletes' pre-event plans. Some feel most comfortable with activating thoughts, some with calming thoughts, some with organised, some detailed reminders, some with less organisation, some with listening to certain songs or music.

Positive self-suggestions and reminders listed below can be useful during your general warm up or during your final pre-start preparations.

- a) Prepared extremely well (physical and psychological);
- b) Capable of adapting to any environment;
- c) Can achieve, will not be disturbed;
- d) Do maximum/Extended maximum;
- e) Follow the plan; and
- f) Do the best.

The above pre-competition suggestions assume that the athlete has prepared well for this event.

Competition Focus Plan

The focus of the top athletes' best performance remains completely connected to the task before them. The best focus will depend upon the individual

make up and the demands of the particular sport or event. For example a short duration sport like track event is focusing on a certain number of strides, arm action and to reach race pace. At these preplanned points on the course, the runner can check to ensure that the pace rate is on and adjust it if it is off. In team games like football or hockey the situations may be different, a goal against, a goal for, a missed corner, a missed penalty etc. In each of these critical situations the athlete should know what he wants to do and should have an effective focusing plan to do it.

The focus plan to do the most good will depend upon the personal characteristics, his history and his sport. If the athlete has studied the course well and is focused ahead, he is able to automatically and continually, adjust to what lies ahead. Competition is not the time for technical instruction; it is the time to trust your body, to focus ahead and to go. When a player plays many matches, his body and mind know how to face the situation.

If an athlete/player has confidence in his coach, it is helpful to sit down with him to discuss the focus plan. The coach may be able to help in his event, divide into meaningful segments and may also suggest appropriate focus points. If it is a team sport, the coach may be able to help in listing critical situations that he is likely to face within a game and to indicate how he would prefer to respond in each of these situations during the game.

Pre-competition Refocusing

Refocusing appropriately before, during and after the competition is one of the least practiced but most important skills for high-performance athletes. A refocusing plan is aimed at helping to refocus away from unwanted external distractions or internal distractions.

One of the reasons for not performing closer to capacity of the athlete all the time is that he allows relatively unimportant thoughts, disturbances to distract. If there is some organisational distraction that is beyond the control of the athlete, it will bug him. If it is so, as soon as he feels the little bugging, before it gets too big, take a deep breath slowly exhale and let him tell himself "relax".

When an athlete gets up in the morning on the competition day, if he knows "I am not going to have a good day", that kind of "knowing" can interfere with his potential, becoming a self fulfilling prophecy. Because he knows that he can't perform well, he doesn't perform well. In essence his mind is telling his body that it will be "off" today and his body generally follows the instruction of his mind.

If an athlete can't possibly have a good performance because he is a little tired or because the warm up was not perfect, he should keep it a secret from his body. His body won't know and it will perform as it has been trained. Body should be given a chance of avoiding negative images, instructions or expectations.

To overcome this self motivation, training should be given to face any difficult task or distraction.

Refocusing at the Event

The finest performers seem to be able to look for advantages in every possible situation, even under what might normally be considered a less than ideal condition. The negative focus or distraction will only hinder the performance, if an athlete is angry and thinking about retaliation due to any official's decision that might result in penalty. Hence he should refocus.

In Basketball, after a good play some players will lose focus by standing there admiring their shot instead of immediately getting back into the play. Let's assume he would prefer to shoot the ball and quickly get back into the play by running back down the court for defence. His refocusing plan could be to shoot, to follow through, and then to immediately shift focus to his next task.

Some possible solutions for this situation are a) Repetition; b) Alternate cue; and c) Practice.

Refocusing after the Event

It is helpful to refocus after an event. No one can change what had happened. However, we can and should gather the necessary information from the experience. After the event, it is better to discuss with the coach or team mates or well wishers about the performance, about the errors, mistakes, good achievements etc. It is felt that the meeting has a significant effect on their refocusing and on their subsequent performance. This experience has clearly brought out the advantages of talking and refocusing after an event, especially after a poor performance when another event remains.

Once the pre-competition plan, the competition focus plan and refocusing plan have been developed, the entire plan should be sufficiently practised before competition so that in competition it can unfold in a fluid way, without worry or distraction. Through simulations, an athlete can practise and refine his pre event mental and physical warm up, his within event focus and his refocusing skills.

Conclusion

Today sport is partly about ability, talent accuracy, skill, all those lovely things. But talent is

not enough in any sport. For it is not superior ability that separates champions from contenders. It is mental power that separates the exceptional from the very good. There will be nothing to choose between the players or athletes in Olympics, talent for talent, training for training, what separates them is what goes on behind the eyes. Today concentration of the coaches is focused mainly on the psychological preparation of the players and athletes and no doubt, mental plan would be a great step towards it.

Designing of Performance Indicators.....

(Contd. from page 2)

- (i) *Receipt of Funds* : Pattern of receipt of maintenance funds from internal and external sources and donations received from business houses, etc.
- (ii) *Expenditure and its Control* : Pattern of expenditure and shares of expenditure on academic, student related activities, administration and other activities in total expenditure; percentages of establishment and non-establishment expenditure in total expenditure, teaching — non-teaching staff ratio; ratio of salary of teaching staff to non-teaching staff; average salary of teaching and non-teaching staff; per student expenditure on academic activities, administration and other activities; per student total expenditure, establishment and non-establishment expenditure; per student teaching and non-teaching expenditure; and time consumed in making payment of salaries to staff, retirement benefits, remuneration to examiners and bills for supply of materials/ services to outside parties.
- (iii) *Matching of Receipts and Expenditure* : Magnitude of deficit and contribution of internal receipts to expenditure.

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Sustaining the Blue Revolution

Padmabhushan Dr. R.S. Paroda, Secretary, Department of Agricultural Research & Education and Director General, Indian Council of Agricultural Research, delivered the Convocation Address at the IV Convocation of the Central Institute of Fisheries Education, Mumbai. He said, "By virtue of being gifted with ideally suited agro-climatic conditions and an enormous resource base in the form of vast waterbodies, aquatic flora and fauna, and a number of user friendly technological packages, fisheries sector has grown and is expected to contribute substantially to the country's economic growth and prosperity. In order to turn these expectations into reality, the country needs to have a very strong institutional base and qualified human resource. Hence, a strong fisheries education system, which is responsive to the present day needs, must be established and further strengthened." Excerpts

The country achieved the highest total fish production of 5.38 million tonnes during 1997-98. Presently, India ranks sixth in the world in total fish production and we are second in aquaculture production, next only to China. The fish production in the country has increased by about seven folds from 0.75 million tonnes in 1950-51. Of the total production, the marine fisheries contribute about 2.91 million tonnes, whereas the inland fish production contributes about 2.44 million tonnes. The fish sector has registered an impressive growth rate of over 6% in the last decade. Such a phenomenal growth rate was possible because of rapid expansion of aquaculture in the country, contributing now 32.2% of total fish production. Our scientists and farmers deserve appreciation for the development and adoption of improved technologies of 'induced fish breeding' and 'larval rearing' including increased fish seed production from 6,322 million fry in 1985-86 to 16,500 million fry in 1996-97, thus meeting the requirements of our fish farmers in the country. All these spectacular achievements made the "Blue Revolution" a reality, enabling our nation to move towards household nutrition security.

India is endowed with vast water resources. The freshwater aquaculture resources constitute

2.25 million hectares of ponds and tanks, 1.3 million hectares of beels, jheels and derelict waters, 1.71 million km of rivers and canals and 3.15 million ha of reservoirs and lakes. The brackish water area constitutes 0.9 million ha. The fisheries potential of inland sector has been estimated to be 4.5 million tonnes against the present production of 2.44 million tonnes. Obviously about 2.06 million tonnes of production capacity is still untapped. The marine water resources of the country are 8129 km of coastline with 200 nautical miles of our sea as Exclusive Economic Zone (EEZ) with a production potential estimated to be 3.9 million tonnes, clearly showing that still about 0.96 million tonnes of marine fish production is untapped. Our fish and shellfish show enormous biodiversity and great potential in aquatic genetic resources of the country. Though the technology for seed production and culture of a number of freshwater, brackishwater and marine finfish and shellfish have been developed but the challenges exist for the commercial exploitation of a number of other economically important fish and shellfish. The pearl culture technologies developed both for freshwater and marine mussels and oysters await to be taken up on a commercial scale by farmers as well as entrepreneurs. This would help us

save a considerable sum of foreign exchange for the country.

Any development in fishery science needs significant contribution from strategic and applied research. The fisheries institutes under ICAR and SAUs have to undertake this responsibility. There is need for intensive research in fish breeding, genetic manipulation, biotechnology, nutrition, microbiology, pathology, fish processing technology and aquaculture engineering. We have also to conserve our vast fish genetic resources. Also we need to strengthen our quarantine system while introducing new fish species. Fisheries education needs addition of more disciplines in order to cater the expanding needs. ICAR has already unified the syllabus of the fisheries curriculum at the graduate level in all the fisheries colleges under the State Agricultural Universities. Steps are also taken for the financial support as one time 'Catch-up' grant to renovate and modernise the laboratories and to replace the old and obsolete equipments. Additional support is available from ICAR under A.P. Cess project funding and revolving fund to support transfer of technology.

Integration of aquaculture with agriculture, horticulture, piggery, poultry and livestock sectors is a vital issue for the sustenance of all farming systems in the country. Integrated paddy-cum-fish culture has become quite profitable venture in many South East Asian countries.

By virtue of being gifted with ideally suited agro-climatic conditions and an enormous resource base in the form of vast waterbodies, aquatic flora and fauna, and a number of user friendly technological packages, fisheries sector has grown and is expected to contribute substantially to the country's economic growth and prosperity. In order to turn these expectations into reality, the country needs to have a very strong institutional base and qualified hu-

man resource. Hence, a strong fisheries education system, which is responsive to the present day needs, must be established and further strengthened.

Against this background, it is worth revisiting the history of fisheries education and the important role it has played in generating the right kind of human resource, which enabled us to have an overall fisheries development in India. Immediately after the independence, fish and fisheries science did not figure as a subject of study in any of our Indian universities. The Central and State Governments had no option but to recruit graduates having qualifications in basic science for the managerial posts in the fisheries sector and in order to overcome the existing deficiencies, the Government started a series of in-service training centres. Accordingly, the first move in fisheries training was made during the period of Grow More Food Campaign in the country when the Government of India in 1947 started two All India Fisheries Training Centres, one for Inland Fisheries at Barrackpore in West Bengal and other for Marine Fisheries at Mandapam Camp in Tamil Nadu. While the latter dealing mainly with marine fisheries has since been discontinued, the former on inland fisheries is still continuing under a different set up.

An effective system of training and education in the country was initiated with the establishment of the Central Institute of Fisheries Education (CIFE) at Mumbai (Bombay) on June 6, 1961. The main objective of CIFE was to impart post-graduate education and training mainly to the inservice fisheries personnel. The CIFE later came under the administrative control of the ICAR on 1 April, 1979. With this, the charter of CIFE was enlarged to cover also the research and extension education activities, besides the academic programmes in fisheries. Consequently, the CIFE started

M.Sc. in Fisheries Management in 1984 under affiliation to the University of Bombay. In recognition of its pioneering role in fisheries education, the CIFE was conferred the Deemed University status by the University Grants Commission in 1989. Since then, the Institute has been conducting both masters and Doctoral programmes in two major disciplines of fisheries sciences such as Fisheries Resources Management, Inland Aquaculture and mariculture. Recently, two more courses, one in Freshwater Aquaculture and another in Post Harvest Technology have been added. This is obviously a very healthy trend as the courses started at CIFE have now been expanded in partnership mode to other institutes like Central Marine Fisheries Research Institute, Central Institute of Fisheries Technology, Central Institute of Freshwater Aquaculture. It is hoped that this collaborative effort will prove helpful in generating the much-needed competent human resource for efficient management of our ever-growing fisheries and aquaculture sectors.

Fisheries education under the State Agricultural University system started only in 1969 with the establishment of the first College of Fisheries at Mangalore under the aegis of the University of Agricultural Sciences, Bangalore, Karnataka. The excellent performance of this college proved worth emulating and consequently, a chain of fisheries colleges were established under various State Agricultural Universities (SAUs). Besides the Fisheries College at Mangalore presently there are 11 more fisheries colleges in the country. All these colleges offer a 4-year degree programme in Bachelor of fisheries Science (B.F.Sc.) while master of Fisheries Science (M.F.Sc.) / Ph.D. course are offered by six of them. The present annual output from these colleges together with that of CIFE is 503 (B.F.Sc.-310, M.F.Sc.-129 and Ph.D. 64) which is

much less than the growing demand in this sector. It is in this context, we in the IXth Five Year Plan propose to either have a college or a department of fisheries science in each of our State Agricultural Universities.

Presently, the ICAR attaches considerable importance to the quality of higher education, including the fisheries education. As a result, number of steps are being taken to improve the higher agricultural education in the country. These include, switching over to the semester system, uniform grading system, requirement of rural work experience, both external and internal evaluation, increase in the fellowship amount, 15% admissions through all India entrance examination, better library and laboratory facilities, placement and counselling etc. Recently, a committee under the chairmanship of Dr. M.S. Swaminathan had suggested certain measures to further strengthen the quality of our agricultural education. These include: creation of new training and laboratory infrastructure, greater interaction of our scientists with those in the developed countries, reforms in the recruitment and examination procedures to overcome the problem of inbreeding, development of lead centres, accreditation of agricultural universities etc. I am pleased to inform you that we have already taken appropriate steps to implement these reforms into our system.

At the end, I would like to remember Guru Ravindra Nath Tagore who observed that higher education does not merely give us information but teaches us to live in harmony with all existence. This can only be achieved when one strives to acquire the basic ethics of human value and dignity. This also corroborates Swami Vivekananda's saying "We want education by which character is formed, strength of mind is increased, the intellect is expanded and which enables one to stand on one's own feet".

CAMPUS NEWS

Humanities & Social Sciences in Higher Education Policy

The Education Secretary, Mr. P.R. Dasgupta, said that study which cannot be marketed should not be abandoned and other skills and technical knowledge which can be marketed should also be accepted. "The need of the hour is to remove the artificial barriers and promote inter-disciplinary education." Mr. Dasgupta was inaugurating a two-day national seminar on "Humanities and the Social Sciences in Higher Education Policy : Challenges and Responses" in New Delhi recently.

Taking stock of the status of education in India in the 20th Century, Mr. Dasgupta said developmental concerns had made us give more importance to equity than quality. In the 21st Century, quality and relevance of education would be emphasised more.

Mr. Dasgupta lamented that the system had degenerated into patterns not only in the humanities and social sciences but also in the pure and applied sciences.

In her opening remarks, Dr. Aruna Sitiesh, Principal of Indraprastha College for Women, emphasised that "we need a revision and a re-definition of the goals of higher education.

"Education is related to society. Education policy is related to the conception of the kind of citizens we wish to produce," she added.

Dr. Sitiesh stated that "what we need today is the integration of humanities and social sciences with vocational and technical education."

The Director of the Indian Institute of Technology, Delhi, Professor V.S. Raju, suggested that in view of the high cost of technical education, finance for this purpose should come from students, society and industry.

According to him, despite the fact that there were a large number of technical institutes in the country, only a few of them were of international standard.

Professor Pramod Talgeri, Vice-Chancellor, Central Institute of English and Foreign Languages, projected a different point of view. He said universities could not be treated as some profit-making industry with the vice-chancellor as its managing director.

Professor Andre Beteille, Professor of Sociology, Delhi University, said for students to attend classes, teachers should be equally regular and sincere. "We have to be patient with students," he said. "Rather than expecting our students to come to classes we have to make sure that we are there as well, when they come for class."

The first session started under the Chairmanship of Prof. Abad Ahmed, pro-Vice-Chancellor of Delhi University, who pointed out that there was a crisis in education in general including in the humanities and social sciences.

Prof. Kapil Kapoor, Dean of School of Language, Literature and Culture Studies, Jawaharal Nehru University, emphasised integration in higher education. The whole education system had become urban-based and there was

an urgent need to make it rural-based.

According to Prof. Kapoor, education had become obsolete because it was not rooted in the Indian tradition. Native education and native thinking had become marginalised and unless the sciences and the applied sciences were not integrated with humanities and social sciences by bringing them together in the mainstream of the curriculum, any talk of meaningful higher education would be redundant.

Prof. Anil Sadgopal, Director of CIE, Delhi University, said the popular tendency to juxtapose higher education against school education was one of the most unfortunate misperceptions being promoted in the educational discourse.

The second session started with Dr. Mrityunjaya Athreya, management consultant, pointing out that more students from the humanities and social sciences sector should take up professional courses.

Mr. Sunil Krishna talked of reconciling academic and social needs and emphasised loosening the rigid framework so that students could step across disciplines and choose courses rather than subjects.

Accountability and Professional Ethics

Several Delhi University teachers expressed the opinion that norms of accountability and professional ethics were integrally linked to the much-needed academic reforms. They were participating in a seminar

on "Accountability and Professional Ethics", organised by Delhi University Teachers' Association, and inaugurated by University Grants Commission Secretary G.D. Sharma.

No plan to improve teaching could be successful without a corresponding change in the present system of decision-making, selection, examination and admission, among other things. There should be accountability at all levels of functioning. Both Mr. Sharma and Delhi University Vice-Chancellor Prof. V.R. Mehta, who delivered the keynote address, said no code of ethics could be imposed on teachers from outside.

Teachers, "the conscience keepers of society," themselves were responsible for this. "Teaching is a self-regulatory profession, which deals with the future of society," said Mr. Sharma.

DUTA President Shri Ram Oberoi underlined the need to "adopt a holistic and integrated approach in tackling the problem of accountability in the university system." He also urged teachers to take classes regularly and to "actively participate in the corporate life of colleges and departments."

Academics for Action and Development Chairman Prof. S.S. Rathi said there should be accountability of the whole university system, including teachers, administrators, students and karamcharis. "It is in the teachers' own interest that there is accountability for them so that they can question accountability of administrators," he said.

Former DUTA president Prof. Vijender Sharma wanted, among other things, revision in course curricula to "meet modern needs". Agreeing with this, Nandita

Narain, executive council member, said structural reforms were needed in the entire academic system.

"Student leaders who talk about accountability do not themselves attend classes. Internal assessment within colleges has to made a part of the examination system. Then only will the students and teacher become serious," said another speaker.

Orientation Programme for Academic Counsellors

Guwahati Regional Centre of Indira Gandhi National Open University (IGNOU) recently organised a two-day orientation programme for academic counsellors of management programme. Counsellors of management programme were oriented for imparting management education effectively through distance education mode.

Sri B.N. Sabhapandit, Regional Director, IGNOU, Guwahati Regional Centre, in his welcome address, suggested that the role of academic counsellors in the distance education mode was different from that of a teacher in conventional method in three different ways: Unlike conventional teachers the academic counsellors deal with a wider variety of students in terms of their background, previous educational qualifications, experience and age; the role of a counsellor is less than that of a teacher and much more than that of an 'interpreter' of a previously determined and highly structured course syllabus; and careful feedback to the students to their written work is as important as face-to-face counselling."

As such, to make any system effective and meaningful, the training of the staff involved in the

system became an important issue, he said.

Resource person from School of Management, IGNOU, New Delhi, Prof. M.L. Bhatia introduced the framework of management programmes of IGNOU to counsellors. Another resource person Dr. P.K. Singh stressed that face-to-face interaction was an important component of distance education package and that distance education should not be misunderstood as correspondence course. IGNOU is expected to launch Ph.D. programme this year.

15 counsellors representing Bhubaneswar, Cuttack, Rourkela, Calcutta, Sikkim, Bongaigaon, Itanagar, Dibrugarh and Guwahati took part in the programme.

Seminar on Higher Education 2020

A seminar on "Higher Education 2020" was recently organised by the Commission for Higher Education of Karnataka Jesuit Province at the Indian Social Institute. Speakers at the seminar strongly called for the inclusion of skill based activities in school and college curriculum for the overall development of students.

The speakers said that students especially adolescents faced a lot of psychosocial and emotional problems and called for the active participation of parents and teachers to overcome them.

Speaking at a session on the "World of 2020 Affected by Technological Changes, Life Skills and Education for Personality Development of College Students — a Mental Health Perspective", Dr. R. Parthasarathy, Additional Professor, Department of Psychiatric Social Work, NIMHANS said that nearly 20 to 30 per cent of students

suffered from psychosocial and emotional problems.

These problems led to lack of interest in education, inferiority complexes, poor participation in the classroom and fall in scholastic achievement, he said.

Dr. Parthasarthy noted that the main reasons for students developing psycho-social problems were lack of affection at home, unpleasant relationship with parents and other reasons.

He said that a majority of the problems could be solved through discussions with friends, teachers and involving them in education and guidance.

"Through effective counseling, it is possible to find solutions to many problems, prevent psychosocial problems and also strengthen the problem solving capacities and coping abilities of the individual and families," he added.

Prof. D.P. Sen Gupta, former head of Electrical Engineering at the Indian Institute of Science suggested that students should be protected from pressure while studying in undergraduate courses.

"We are killing creativity and the intelligence of students by exerting tremendous pressure when the student is not yet fully mature", he said.

Educationist Prof. Albert Selvanayagam, said that no subject should be taught in fragments.

"In college, we have four to five teachers teaching the same subject in parts. A subject should not be taught with the examination in mind, but, the aim should be all round development of the students", he opined.

He said that examinations

should be an internal and continuous process and teachers should use various ways and means so that students get involved in the subject.

Securitising College Fees

India's first school fee securitisation has got under way with the Chennai-based Valliammai Society securitising future fee receivables of the SRM Engineering College to the tune of Rs. 4 crore.

The issue has been assigned an 'A (so)' — adequate safety structured obligation — rating by Crisil. Crisil's head of securitisation desk Mr. D. Thyagarajan said while it was common for schools abroad to raise resources from the capital markets to fund capital expenditure, the SRM College's issue marked the first rated bond issue by an educational institution in India.

The structure worked out for this issue, too, is unique in that there is no charge on any physical assets of the college, save on fee receivables. All fees received from students would be irrevocably escrowed to a separate account and accumulated till it suffices to cover the debt servicing for the year.

The balance would be paid off to the society. A bank would be appointed as the trustee to oversee this structure.

In case of a shortfall in the fees received, the trustee is empowered with a charge on the fees of the 11 other educational institutions run by the society. The funds, to be raised by issuing the bonds, are to be used for setting up new institutions and expanding departments of the society-run institutes.

The institution, which currently has negligible levels of bank

financing, is likely to find this a cheaper source of financing.

The coupon rate for this issue, which has a debt service coverage ratio of between 2.6 to three times, is expected to range between 14 and 15 per cent for the three-year instrument. Crisil is understood to be in talks with a number of other such institutions to securitise future fee receivables. Mr. Thyagarajan said the IITs, for instance, were prime candidates for such a structured issuance programme.

The current issue by the society will be placed with institutional investors. The 'A (so)' rating assigned by Crisil reflects the small size of the society in terms of income levels and reserves, large capital expenditure planned for the future years and increased regulatory pressures on self financing colleges. For the year ended March 31, 1998, the society reported an income of Rs. 15.44 crore and a profit after tax of Rs. 7.35 crore.

Bioinformatics and Internet Resources

A two day national seminar on "Recent trends in Bioinformatics and Internet Resources" was recently organized by the Bioinformatics Centre, Pondicherry University.

Inaugurating the seminar, Prof. V.T. Patil, Vice-Chancellor of the Pondicherry University stressed the need of Bioinformatics and Internet for the scientists working in the area of Life Sciences and Biotechnology and pointed out how the Internet facilitated scientists getting valuable information, through the help of computers.

The topics discussed included molecular sequence alignment,

sequence analysis (DNASIS & GeneScan), sequence and structure databases, molecular modelling of drug reception interactions etc. The topics like Web based information access, various public databases, search engines and a whole lot of important web sites for the molecular biologists were covered as a part of internet resources.

Sponsored by the Department of Biotechnology, Govt. of India, the seminar was attended by 40 participants from all over the country.

Padmavati Mahila Varsity Convocation

The IX Convocation of the Sri Padmavati Mahila Visva-vidyalayam, Tirupati was recently held. Dr. Ela R. Bhatt, Founder and President, Self Employed Women's Association (SEWA), Ahmedabad, in her convocation address, touched upon various issues concerning the society in general and the women in particular. She travelled in time back to the days of India's struggle for Independence with nostalgia and transcended through different periods of the post-Independence era, highlighting various issues. She stated that education had so far not been able to emancipate the women from the abject compelling dependence on man. The women were capable of protecting themselves and leading an independent life, and the men should help them shed their feeling of insecurity. She said that both women and men had to build a society where both could enjoy safety and freedom and could coexist without exploiting each other.

Prof. Ratna Naidu, Vice-Chancellor, in her report, highlighted the activities the Univer-

sity had been carrying out in the academic and extra-curricular spheres, with emphasis on participation and involvement with the community. She reiterated the vision which propelled the University towards the 21st Century, namely professional/vocational courses, research and outreach/extension activity.

IASLIC Conference 1999

The XXII All India Conference of the Indian Association of Special Libraries & Information Centres (IASLIC) will be hosted by the Library Science and Manuscriptology Department, Dr. B.R. Ambedkar University (formerly Agra University), Agra on December 28-31, 1999.

The main theme of the conference is "Information Management in the context of fast emerging Information Society".

Sub-themes to be covered include (i) Information Society and its impact; (ii) Management of information systems with emphasis on sources & services in the context of fast emerging networks; (iii) Management of information sources & services for rural development; (iv) Technology Management; and (v) Total Quality Management & ISO 9000 Quality Management Systems.

Special Interest Group (SIG) Meetings will be organised in *Computer Application* — Problems of organisation of Electronic media; *Industrial Information* — Information Technology for 21st century in Industrial Libraries; *Library & Information Science Education* — Life long Education; and *Informetrics, Social Science Information, and Humanities Information* — Analysis of Research Studies.

Further details may be obtained from Shri Subrata Datta,

Hony. General Secretary, Indian Association of Special Libraries & Information Centres, P-291 CIT Scheme No. 6M, Kankurgachi, Calcutta-700 054. Fax : 91-33-359-1620, E-mail : sdatta@cal.indiax.com

AU N-reactor by 2002

The Board of Research in Nuclear Sciences, a specialised wing in the Department of Atomic Energy, is reported to have approved the proposal to set up a low-power nuclear research reactor on Andhra University campus. The work on the reactor would begin shortly and it would be commissioned by 2001-02.

The project will be a joint venture involving Andhra University, Department of Atomic Energy (Government of India) and Andhra Pradesh government. However, the reactor will be owned by Department of Atomic Energy and designed, constructed and commissioned by BARC.

The reactor will be run by the experts of AU's department of nuclear physics in technical collaboration with BARC. The project aims at providing scientific facilities to the researchers to carry out studies using the reactor-produced neutrons in basic sciences like physics, chemistry, metallurgy, biology, botany, pharmacy, material sciences and for applications in the area of neutron radiography and neutron activation analysis.

The small-scale production of the radioisotopes in the reactor will help find application in nuclear medicine, pharmaceutical sciences, radiation genetics and industries in and around Visakhapatnam.

The Trombay-based BARC will train the university personnel to enable them to take up advanced research making use of expertise available at BARC.

The project coordinator Prof. G.S. Murthy said "even in advanced countries, only a few universities have such a reactor." The reactor would help students and teachers pursuing research and could function as one of the centres of Board of Radiation and Radioisotopes Technology in the eastern region.

Varsities to Evaluate Welfare Programmes

Sri Venkateswara University and the Sri Padmavathi Mahila University are reported to have been selected for the evaluation of various welfare programmes of the State government.

Three main areas for the utilisation of expertise available with the universities have been identified — action programme to implement micro schemes, imparting training to the members of various watershed committees in their management and concurrent evaluation and monitoring of governmental programmes to rectify the defects, if any.

Inaugurating a workshop on 'University-district administration's collaboration' at the Sri Venkateswara University, Minister for Roads and Buildings Mr. B. Gopalakrishna Reddy urged the faculty of both the universities to rise to the occasion in pointing out the defects in the programmes taken up by the State government.

The Minister further said that the government was ready to accept the recommendations from the universities on this issue as the district administration

was unable to take up the evaluation of the various welfare schemes implemented by the government due to time constraints and due to lack of proper machinery.

Minister for Civil Supplies Mr. P. Subbaiah, also emphasised the need for constant evaluation and monitoring of government programmes. He said that it was necessary for the government to receive feed-back on the benefits of such activities.

Responding to the invitation from the ministers and the district administration, Prof. Kolakaluri Enoch, Vice-Chancellor of Sri Venkateswara University said that the university was ready to take up sample surveys with the help of students, research scholars and faculty.

They would undertake studies for the evaluation of various programmes within Chittoor, Cuddapah and Nellore.

Prof. Rathna Naidu, Vice-Chancellor of Sri Padmavathi Women's University said that they would take up certain extension programmes with the co-operation of the district administration.

Several district officials and senior faculty of both the universities attended the workshop.

International Institute for Special Education

UNESCO is reported to have approved the setting up of an international institute for special education in India, the first of its kind in the world.

When fully operational, the institute would act as a resource-cum-training centre for the entire Asia-Pacific region to equip teachers to deal with students with dis-

abilities in the set-up of an integrated classroom.

The centrally-sponsored scheme of Integrated Education for Disabled Children (IEDC) is also to be revised to strengthen the training and evaluation components and to raise the financial ceiling for certain facilities to disabled children.

The scheme, which is presently in operation in 26 states and union territories, provides for 100 per cent assistance for the education of disabled children suffering from mild to moderate handicaps in common schools with the help of educational aids, incentives and specially trained teachers.

It is officially estimated that some 65,000 children are currently benefiting from this scheme.

The persons with Disabilities (equal opportunities, protection of rights and full participation), Act 1995 places a statutory responsibility on the government to ensure that every disabled child had access to free education in an appropriate environment till the age of 18 years.

IGNOU Proposes Educational Project for Army

The Indira Gandhi National Open University (IGNOU) proposes to launch an innovative educational project for Army personnel. A memorandum of understanding to this effect is expected to be signed soon between the Chief of Army Staff, General V.P. Malik, and the Vice-Chancellor of IGNOU, Prof. A.W. Khan.

The project will function on a single-window basis where all IGNOU programmes will be delivered to Army personnel in any

part of the country through channels of the Army.

The Army Educational Corps, Army Headquarters and Regional Services Division of the IGNOU will coordinate on broad policy matters related to the centralised operations in addition to this five identified corresponding Regional Centres of IGNOU will coordinate on matters related to field operations of student support services. These centres are at Calcutta,

Chandigarh, Karnal, Lucknow, Pune and Udhampur.

Each HQ Command will be recognised as a Regional Centre of IGNOU for convenience of operations and will be responsible for student services in its command area. Infrastructure and personnel required for delivery of student services and operationalisation of the IGNOU Army Educational Project will be organised by the Army from its own resources.

5.5.99

"बबूल"

6.5.99

"फूटी कोठी : होल्कर महाराजाओं का अधूरा स्वप्न"

Special Grant for Old Degree Colleges

The University Grants Commission (UGC) is reported to have decided to grant special one time additional aid to old and reputed colleges of Lucknow University.

The Union Ministry for Human Resource Development has allocated Rs. 10 crore to the UGC for the renovation of college building, upgradation of laboratory facilities, purchase of books and journals, purchase of special office equipment, installation of modern teaching aid and repairs of existing equipment.

However, according to the UGC guidelines, degree colleges which were over 75 years' old and the girls' colleges which had completed 50 years will be benefited under the scheme. The scheme will help the colleges earn the status they earlier enjoyed. The scheme will help the universities established between 1961 and 1965 to upgrade library and laboratory facilities.

The degree colleges in Lucknow that are likely to be benefited under this scheme include Mahila Degree College, Lucknow Christian College, Jai Narain Degree College (Kanya Kuber College), Dayanand Degree College, Isabella Thoburn College (IT) and Shia Degree College.

The idea behind the scheme was to revive old glory of colleges which had provided quality education during the freedom movement.

News from UGC

Countrywide Classroom Programme

Between 1st and 7th May, 1999 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programmes are telecast on the Doordarshan's National Network from 9.30 to 10.00 a.m. every day except on Saturdays & Sundays. These programmes are also telecast on Doordarshan's National Network from 6.00 to 6.30 a.m. two days a week i.e. on Saturdays and Sundays. On DD2 International Programme will be shown at 11.00 to 12.00 hours on Saturdays only.

Hindi Programmes are being telecast on Mondays to Fridays from 6.00 to 6.30 a.m.

1.5.99

"Jazz-1"

"International Programmes"

2.5.99

"Delhi Silpi Chakra — The Early Years"

3.5.99

"Emerging Issues in Science & Technology"

"Ice on the Moon"

"Integral Pedagogy Process-5 Action & Evaluation"

"Joy's Micro Hydroelectric Generator"

4.5.99

"Vanishing Forests"

"Glimpses of India-5 : Bhedaghat"

"The Resource Atlas of Rajasthan"

5.5.99

"Wicker Work"

"Atmospheric Electricity"

"From Darkness to Light : Rishis of Kashmir"

6.5.99

"Winds of Change-1 : Rural Development — An Introduction"

"Question Time-100"

"Grainage — The Heart of Silk"

7.5.99

"Feminism for Our Time"

"Expedition Everest-1"

"The Gambler's Ruin"

Hindi Telecast

प्रातः 6.00 से 6.30 बजे तक

2.5.99

"महायात्रा : यमुनोत्री-1"

4.5.99

"प्लास्टिक प्रदूषण"

News from Abroad

Human Rights Teaching Programme

The International Institute of Human Rights, Strasbourg (France) proposes to hold its 30th Teaching Session on International and Comparative Human Rights Law on July 5 to 30, 1999 in Strasbourg. The session will include *fundamental courses* devoted to the major human rights protection systems and to international humanitarian law presented simultaneously in English, Spanish, French and Arabic; *introductory conferences* given in English and in French; and *thematic conferences* given either in English or in French. The theme for this year's session will be: Civil Society, its actors and the respect of human rights".

The 27th Session of the International Centre for University Human Rights Teaching (CiedhU) will be held parallel to this 30th Study Session. This programme is designed for professors and researchers in the field of human rights. The admission to the Centre is dependent upon the nomination of candidates by the Dean or the Director of the establishment where they are teaching or doing research.

Further details may be had from Jean-Bernard Marie, Secretary General, 2, allée René Cassin-67000 STRASBOURG (France), Tel. (33) 3 88 45 84 45, Fax (33) 3 88 45 84 50, E-Mail: iidhihr@mail.sdv.fr

Higher Education for the New Millennium

An international Conference on Creative International Higher Education for the New Millen-

nium is proposed to be organised on July 6-9, 1999 at Parma, Italy. The conference is being hosted by University of Parma and sponsored by Education Consultants International in association with Faculty of the University of Idaho.

A multinational group of education professionals assembled and organized into small group format would share ideas and strategies for the improvement of higher education in the 21st century.

For further conference details, visit web page at: <http://users.moscow.com/eci> Or contact: Education Consultants International, C/o Dr. Melvin J.

Pedras, 714 Sherwood Street, Moscow, ID 83843 USA.

Of Women, For Women, By Women

Pakistan's first university for women was recently opened in Rawalpindi. All students, faculty members, and administrators at the institution are female.

Fatima Jinnah Women's University offers degree programs in business administration, computer science, economics, English, fine arts, and Islamic studies. It opened with an enrolment of 355.

Dr. Najma Najam, Vice-Chancellor of the university, said she hoped it would attract women from other Asian nations, particularly Muslim ones. She said she also hoped that the university would establish cooperative relations with institutions in other countries.

مولانا آزاد نیشنل اردو یونیورسٹی

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No formal educational qualification is required. However they are required to pass Eligibility Test to be conducted by the University in select places in the country on 8-8-99 (Sunday). They should have completed 18 years of age as on 1-1-2000.

The last date to receive filled in Application forms for Eligibility Test is 15-6-1999.

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The last date to receive filled in Application forms is 5-10-1999.

Detailed information about the University, Programmes, Eligibility Test Etc., are given in the Prospectus cum Application Forms. The cost of Prospectus for B.A., B.Com is Rs. 30/- each and for C.F.N is Rs. 10/- by cash personally at sales counters and by post Rs. 35/- each for B.A., B.Com and Rs. 15/- for C.F.N by Bank Draft / Indian Postal Order drawn in favour of MAULANA AZAD NATIONAL URDU UNIVERSITY payable at HYDERABAD.

PROF. M.S. SIDDIQUI, Registrar

BOOK REVIEW

The Romance of Myths

SNA Rizvi*

Seemin Hasan. The Voice of Feeling : Myth and Mythology in Keats's major poems. The Academic Press, Delhi 1998. Pp. 150. Rs. 300/-.

The book is a recast of a doctoral thesis. It reads well and the arguments, as far as they go in their own context are not unconvincing. The author, an experienced teacher of English literature, has analysed the mythic structure and argument of Keats's long and short poems, *Endymion*, *Hyperion*, *The Fall of Hyperion*, *Isabella*, *La bella dame...*, and the odes as well as the *Eve of St Agnes*.

The author is aware of the pitfalls in tracing a sustained system of mythology in a poet like Keats, and, on occasions, contradicts her own assertions about the mythological base of certain poems.

The hall mark of a Romantic mind is the dissatisfaction with the environment in which it finds itself. That is why critics have repeatedly mentioned the romantics' love of the distant past and the mythic recreation of the historic past. They have found Walter Scott the greatest romantic fictional recreator of the past. Critical writers have traced the romantic preoccupation of Shelley with an ideal social system, different from the contemporary one, Byron's interest in remote, for him romantic, countries and cultures, and so on.

The romantic poet in Keats was not contented with the experiences of his own life. So, he wanted the emotional prop (for his poetry) of myths. He did not depend on any sustained system of mythology, but used various myths, from Greek, Latin and Indian sources, for different purposes.

Hasan rightly says, "it is possible that Keats was not always conscious of the full potential and relevance of every mythic image, allusion, and archetype that he used in his poetry. However, as mythic images, allusions and archetypes have their own unconscious organization and design, they were easily and effec-

tively absorbed into his poetry."

Keats felt unsatisfied with his experiences of life and developed a romantic philosophy of his own, which he termed "Negative Capability". Mythological sources gave support to this philosophy of the poet. As Hasan says, "Mythology provides him (Keats) with substance not only for his poetry but also for his philosophy."

Hasan has noted the difference between Shelley's and Keats's use of mythology. According to her, "Keats's vision is not limited or restricted. He happily uses Pagan and Christian beliefs in a manner that is extremely fascinating." In other words, she realises that there is no sustained mythological system in Keats. His romantic mind roams from myth to myth, using what comes handy to his purpose.

The first four chapters of this book are useful for postgraduate students of Keats's poetry. The fifth and sixth chapters, analysing the Odes, are more useful for Hons. undergraduate students. The conclusions are a recap of the critical comments made in the preceding chapters.

The mythic significance of Mother-figure, Father-figure and the "green bower" are not convincing. Of course one may agree with Hasan that in the major

Odes Keats's use of mythology "does not suggest a deliberate contrivance for the sake of mere poetic effect," but the use of mythology suggests Keats's disenchantment with the contemporary way of life and the poet's desire to find greater depth and meaning in his experiences as a lover/poet.

Though dons have quipped "what is research but making a book out of books?" Hasan's work has marks of serious, sincere effort and careful study. A few details are rather casual and misleading. About Orpheus's death she writes that 'The Maenads' tore him to pieces (p. 22) as if the Maenads were a lower order of divinity. Actually, the Maenad (*Mad Woman* in Greek) were the votaries of Bacchus, who indulged in orgies of song, dance and drinks. Compare Shelley's portrayal of autumn storm clouds in the *Ode to the West Wind*, as

the bright hair uplifted from the head of some fierce Maenad...

Actually it were some Thracian Maenads who tore Orpheus to pieces. During the analysis of the longer poems, Hasan has not thoroughly traced the influence of Milton's *Paradise Lost* and Spenser's *Faerie Queen*. On the whole, one may recommend this book to students of Romantic poetry.

The proof reading is very defective. There are misprints on pp. 19, 24, 27, 37, 52, 57, 60, 62, 65, 68, 71, 74, 76, 85, 94, 103, 111, 115, 121 to mention a few. There are misprints even in quotations from Keats's well known poems. Perhaps these may be corrected in a second edition. The short index is a good guide to critics quoted and the myths discussed in the book.



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CORRIGENDUM

Advertisement No. TP-3/98-99 of this University, published in University News on 19th April '99 be referred. Posts shown against Sr. Nos. 8, 9 and 10 in the School of Languages and Literature are for English Subject only.

Dr. N.A. Mote
OFFICIATING REGISTRAR

* Reader in English, Zakir Husain College (University of Delhi), New Delhi-110 002.

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities (February-March 1999)

HUMANITIES

Geography

1. Kar, Nishamani. Regional pattern of animal husbandry with special reference to bovine stock in India: A geoeconomic analysis. (Prof M H Qureshi), Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi.

2. Shah, Shamim Ahmad. Growth and expansion of saffron cultivation in Kashmir division and its impact on economy and society. (Prof Majid Husain), Department of Geography, Jamia Millia Islamia, New Delhi.

History

1. Banjare, Devnarayan. Mughal kal mein samantiya vyavastha, 1526 se 1707 tak. (Dr G N Patel), Department of History, Guru Ghasidas University, Bilaspur.

2. Barzegar, Karim Najafi. Mughal-Iranian relations, C sixteenth century. (Prof Harbans Mukhia and Prof Muzaffar Alam), Centre for Historical Studies, Jawaharlal Nehru University, New Delhi.

3. Chawla, Joginder K. India's overland trade with Central Asia and Persia during thirteenth and fourteenth centuries. (Dr Sunita Zaidi), Department of History, Jamia Millia Islamia, New Delhi.

4. Dayanandakumar, S. Peasant movements in Malnad Region, 1799-1881 AD. (Prof S A Bari), Department of History and Archaeology, Kuvempu University, Shimoga.

5. Mawlong, Cecile Angelic. Megalithic monuments of the Khasi-Jaintia Hills: An ethno-archaeological study. (Dr M Momin), Department of History, North Eastern Hill University, Shillong.

6. Misra, Salil. Communal politics in UP, 1937-59. (Prof Bipan Chandra), Centre for Historical Studies, Jawaharlal Nehru University, New Delhi.

7. Pathak, Damayanti Dattatraya. Vaidarbhiya mahilache swatantraya sangramateel sahakarya, 1885 to 1947. (Dr Shanta Kothekar), Department of History, Nagpur University, Nagpur.

Language & Literature

Arabic

1. Durdana Shaheen. Social, cultural and political life in modern Arabic poetry. (Prof J Jameel Unnisa), Department of Arabic, Osmania University, Hyderabad.

2. Inam, Ahmad Tarviz. Bio-Chemistry of the human life-cycle in the Quran. Department of Arabic, Maharaja Sayajirao University of Baroda, Vadodara.

3. Nahim-un-Nisa. Maulana Abdul Hakeem Sialkoti d-1067 A H: Life and works. (Dr M A Alavi), Department of Arabic, Aligarh Muslim University, Aligarh.

Assamese

1. Das, Surya. Asamar dharmiya paramparat narabali. (Prof K D Goswami), Department of Assamese, Dibrugarh University, Dibrugarh.

2. Hazarika, Keshab. Atulchandra Hazarika: Pauranik aru buranjimulak natakar eti bisleshanatmak sameekshya. (Prof K Dela Hazarika), Department of Assamese, Dibrugarh University, Dibrugarh.

English

1. Bharat, Meenakshi. The child in postcolonial fiction: A cross cultural study. (Prof Meenakshi Mukherjee), Centre of Linguistics and English, Jawaharlal Nehru University, New Delhi.

2. Jha, Girish Nath. Designing a lexical semantic component for English-Hindi machine translation in the domain of share market. (Prof Kapil Kapoor), Centre of Linguistics and English, Jawaharlal Nehru University, New Delhi.

3. Khan, Sufiya. The stylistic study of the novels of R P Jhabvala. (Prof I H Khan), Department of English, Aligarh Muslim University, Aligarh.

4. Mishra, Devendra Nath. Man woman relationship in the major novels of D H Lawrence: A feminist approach. (Dr R S Rai), Department of English, Guru Ghasidas University, Bilaspur.

5. Mukesh Ranjan. The semiotics of conceptual structures of Shri Durga Saptashati and the waste land. (Prof H S Gill), Centre of Linguistics and English, Jawaharlal Nehru University, New Delhi.

6. Rajinder Singh. An analysis of sales persons' oral communication needs in English during sales encounters. Department of English, Central Institute of English and Foreign Languages, Hyderabad.

7. Srinivas, Meera. Realism of affluent working class: Sillitoe and Storey. Department of English, Central Institute of English and Foreign Languages, Hyderabad.

Hindi

1. Geetha, P. Nari chetana ke vibhinna ayam: Swatantrayottar Hindi natakon ke vislesh sandarbh mein. (Dr Shemin Aliyar), Department of Hindi, Cochin University of Science and Technology, Kochi.

2. Geethashree, M. Chhayavadottar visleshta prabhandh kavyon ka visleshanatmak adhyayan. (Dr M Vimala), Department of Hindi, Bangalore University, Bangalore.

3. Kendale, Surekha S. A critical survey of the narrative literature of Mohan Rakesh. (Dr Kuldeep Gupta), Department of Hindi, Bangalore University, Bangalore.

4. Kumaran, V. Vijayadev Narayan Sahi ke sahitya ka visleshanatmak adhyayan. (Dr N Mohanan), Department of Hindi, Cochin University of Science and Technology, Kochi.

5. Sharma, Abhimanyu Prasad. Naresht Mehta ke upanyason ka sanskritik adhyayan. (Dr S P Pandey), Department of Hindi, Guru Chaudhary University, Bilaspur.

6. Sharma, Neeraj. Dr Ratnachandra Sharma ke sahitya ka sanskritik adhyayan. Department of Hindi, Kurukshetra University, Kurukshetra.

7. Sharma, Santosh. Sathottar lekhikayon ke upanyason ka samajshastriya adhyayan. Department of Hindi, Kurukshetra University, Kurukshetra.

Kannada

1. Gangadhara, B. Janapada sahityadalli kutumbe matthu dampatya jeevana. (Dr Siddalingaiah), Department of Kannada, Bangalore University, Bangalore.

Marathi

1. Deshpande, Mukund Nagesh. Sarth Dasbodh sampadani: Ek vivechanatmak abhyas. (Dr M R Joshi), Department of Marathi, Nagpur University, Nagpur.

Sanskrit

1. Chanderkar, Govind. Paniniyatantre Chadinitanam vimarsh. (Dr Krishnanand Jha), Department of Sanskrit, Kameshwar Singh Darbhanga Sanskrit University, Darbhanga.

2. Jha, Chandra Kumar. Rajanaka Ananda pranita Srimad Bhagwat Geeta ke anandavardhini vyakhya ka shastriya parisheelana. Department of Sanskrit, Kurukshetra University, Kurukshetra.

3. Jha, Gopal. Kalidasiya kavya kritiyon mein pratibimbik Shalvagamiya tatva. (Dr Kamlesh Jha), Department of Sanskrit, Kameshwar Singh Darbhanga Sanskrit University, Darbhanga.

4. Kaushik, Randhir Singh. Bhojasagara krta Dravyanuyogatark: Eka samalochanatmak adhyayana. Department of Sanskrit, Kurukshetra University, Kurukshetra.

5. Mishra, Ramchandra. Kalidasiya abhirup bhunishtha pratyabhigya. (Dr Devarishi Pandey), Department of Sanskrit, Kameshwar Singh Darbhanga Sanskrit University, Darbhanga.

6. Mundargi, Vijayanti Ranganath. Malati Madhava: A critical study. (Dr M B Paraddi), Department of Sanskrit, Karnatak University, Dharwad.

7. Shalima Tabassum. Mahabharata mein avataravada. (Dr Rani Majumdar), Department of Sanskrit, Aligarh Muslim University, Aligarh.

8. Sunita. Harsa ke rupakon ka eka alochnatmak adhyayana. (Dr Salma Mahfooz), Department of Sanskrit, Aligarh Muslim University, Aligarh.

9. Vijayantimala. Madalasa Champukavyasya: Sanskritatmakadhyayanam. (Dr Devnarain Jha), Department of Sanskrit, Kameshwar Singh Darbhanga Sanskrit University, Darbhanga.

Telugu

1. Bangaru Naidu, B. Andhra Saraswatamu: Ahalya patra parisheelana. (Dr B Aruna Kumari), Department of Telugu, Andhra University, Waltair.

2. Krishna Rao, T G. Kavitrayamu vari rachanalu: Rasa bhasa parisheelanam. (Dr M Jayadev), Department of Telugu, Andhra University, Waltair.

3. Lakshmi, P. Telugu kavaithrula kavithvam parisheelana. (Prof V Seetha Kalyani), Department of Telugu, Osmania University, Hyderabad.

4. Narayanappa, V. A comparative study of Vemana Sarvajna and Tiruvalluvar. (Dr T V Subba Rao), Department of Telugu, Bangalore University, Bangalore.

5. Prem Kumar, Y. Sakalaneeeti katha nidhanamu parisheelana. (Dr K Kusuma Bai), Department of Telugu, Osmania University, Hyderabad.

6. Sudha Priya, M. Bhakti sahityam aadhunika bhajana keertanalu. (Dr K Kusuma Bai), Department of Telugu, Osmania University, Hyderabad.

7. Syamalamba, K. Kalaprapurna Ganapati Raju Atchuta Rama Raju garu jeevitam: Krutulu samagra parisheelana. (Prof L Chakradhara Rao), Department of Telugu, Andhra University, Waltair.

Urdu

1. Fatima Bi. Naseeruddin Hashimi as a researcher. (Dr Afzulluddin Iqbal), Department of Urdu, Osmania University, Hyderabad.

2. Rabia Begum. Shah Mohamed Chanda Hussaini Nami Shahapuri: Hayat aur shairi. (Dr Quayum Sadiq), Department of Urdu, Gulbarga University, Gulbarga.

3. Seema Begum. Taraqqi pasand Urdu-Hindi afsane ka taqabli mutala 1960 tak. (Dr Mohd Tariq), Department of Urdu, Aligarh Muslim University, Aligarh.

Philosophy

1. Das, Kantilal. The philosophical relevance of language. (Dr P K Roy), Department of Philosophy, University of North Bengal, Raja Rammohunpur, Distt Darjeeling.

2. Saha, Debika. Substance and causality in the philosophies of John Locke and Immanuel Kant: A critical and comparative study. (Prof Suman Gupta), Group of Philosophy, Jawaharlal Nehru University, New Delhi.

3. Sarvakala, T. The concept of sentence and sentence-meaning in Kumarila, Prabhakara and Bhartrhari. (Dr K S Prasad), Department of Philosophy, University of Hyderabad, Hyderabad.

Religion

1. Abu Baker, Othman Ibrahim Ali. A critical edition of Sharh al-Jam' al-Saghir of Muhammed Bin Hasan Shaybani by Ibn Mazah, D 536 AH/1140-41 AD. (Prof M Y M Siddiqui), Department of Islamic Studies, Aligarh Muslim University, Aligarh.

2. Ganai, Ch Nabi. Concept of Kafalat in Islam and its historical development. (Prof M Y M Siddiqui), Department of Islamic Studies, Aligarh Muslim University, Aligarh.

AGRICULTURAL SCIENTISTS RECRUITMENT BOARD

KRISHI ANUSANDHAN BHAVAN, PUSA, NEW DELHI-110 013

Adv. No. 3/99

Applications are invited for the following Scientific & Technical posts under the different Institutes and Headquarters of the Indian Council of Agricultural Research, New Delhi.

DIRECTOR OF INSTITUTE

Pay Scale : Rs. 4500-7300 (Pre-revised)

National Institute of Research on Jute & Allied Fibre Technology, Calcutta

61. Director (One Post)

Qualifications Essential : i) Doctoral degree in any discipline of Science & Technology. ii) At least 5 years experience as a Principal Scientist (Rs. 4500-7300) or in an equivalent position. OR An eminent Scientist having proven record of scientific contribution working in a reputed organisation/institute having atleast 15 years experience in the relevant subject. iii) Evidence of contribution to Research/Teaching/Extension Education as supported by published work/innovations. iv) Specialisation in Jute and Allied Fibre Technology. **Desirable :** Experience in a Research Management Position.

PRINCIPAL SCIENTIST

Pay Scale : Rs. 4500-7300 (Pre-revised)

Age : Below 50 years (There will be no maximum age limit for the ICAR employees. Relaxation to SC/ST candidates may be given in accordance with the orders issued by Govt. of India from time to time).

ICAR RESEARCH COMPLEX FOR NEH REGION, BARAPANI

62. Principal Scientist (Vet. Public Health). (One Post)

Qualifications Essential : i) Doctoral degree in the Veterinary Microbiology/Pathology/Parasitology/Medicine/Public Health/Epidemiology. ii) 10 (Ten) years experience excluding the period spent in obtaining the Ph.D. degree (subject to maximum of 3 years) in research/teaching/extension education provided 3 years experience is as a Senior Scientist (Rs. 3700-5700) or in an equivalent position. iii) As in Item No. 61(iii) above. iv) Specialisation in any branch of Microbiology/Public Health/Epidemiology.

DIRECTORATE OF WATER MANAGEMENT RESEARCH, PATNA

63. Principal Scientist (Soil Physics). (One Post)

Qualifications Essential : i) Doctoral degree in Soil Physics. ii) & iii) As in Item No. 62(ii) & 61(iii) above. iv) Specialisation in modern methods of Soil Water Plant relationship Research.

64. Principal Scientist (Agronomy). (One Post)

Qualifications Essential : i) Doctoral degree in Agronomy. ii) & iii) As in Item No. 62(ii) & 61(iii) above. iv) Specialisation in modern methods of Water requirement of important and efficient water management practices.

65. Principal Scientist (Agriculture Economics). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Economics. ii) & iii) As in Item No. 62(ii) & 61(iii) above. iv) Specialisation in modern methods of economic analysis and impact and water assessment management technologies.

66. Principal Scientist (Soil & Water Conservation Engineering). (One Post)

Qualifications Essential : i) Doctoral degree in Soil & Water Engineering. ii) & iii) As in Item No. 62(ii) & 61(iii) above. iv) Specialisation in modern methods of efficient irrigation water management for enhanced Agricultural Productivity.

SENIOR SCIENTIST

Pay Scale : Rs. 3700-5700 (Pre-revised)

Age : Below 45 years (There will be no maximum age limit for the ICAR employees. Relaxation to SC/ST candidates may be given in accordance with the orders issued by Govt. of India from time to time).

INDIAN VETERINARY RESEARCH INSTITUTE, IZATNAGAR

67. Senior Scientist (Microbiology) (AS). (Three Posts)

Qualifications Essential : i) Doctoral degree in Veterinary Microbiology/Bacteriology/Virology. ii) 5 (Five) years experience excluding the period spent in obtaining the Ph.D. degree, during service (subject to maximum of 3 years) in research/teaching/extension education as a Scientist (Rs. 2200-4000) or in an equivalent position in the relevant subject. iii) As in Item No. 61(iii) above. iv) Specialisation in Vaccine development/standardization.

68. Senior Scientist (Agricultural Economics). (One Post)

Qualifications Essential : i) Doctoral degree in Livestock Economics. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation in Livestock Economics, development of models for pricing/cost economics.

69. Senior Scientist (Veterinary Surgery). (One Post)

Qualifications Essential : i) Doctoral degree in Veterinary Surgery. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation in Imaging techniques (Radiology and Ultrasonography).

70. Senior Scientist (Animal Physiology). (One Post)

Qualifications Essential : i) Doctoral degree in Veterinary Animal Physiology. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation in Lactation Physiology/Work Physiology, Reproductive Physiology.

CENTRAL AVIAN RESEARCH INSTITUTE, IZATNAGAR

71. Senior Scientist (Animal Physiology). (Two Posts)

Qualifications-Essential : i) Doctoral degree in Animal Physiology/Veterinary Physiology/Poultry Science with specialisation in Avian Physiology. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and experience in the field of Avian Physiology.

72. Senior Scientist (Livestock Product Technology). (One Post)

Qualifications Essential : i) Doctoral degree in Livestock Products Technology/Animal Products Technology/Poultry Science/Food Science with specialisation in meat and poultry products technology. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and experience in the field of Livestock Products Technology.

CENTRAL SOIL SALINITY RESEARCH INSTITUTE, KARNAL

73. Senior Scientist (Soil Physics/Soil & Water Conservation). (One Post)

Qualifications Essential : i) Doctoral degree in Soil Physics. ii) & iii) As in Item No. 67(ii) & 61(iii). iv) Specialisation : Agricultural Salinity Management.

74. Senior Scientist (Agricultural Economics). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Economics. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation : Soil & Water Resources Economics.

CENTRAL TOBACCO RESEARCH INSTITUTE, RAJAMUNDRY

75. Senior Scientist (Agricultural Economics). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Economics. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and relevant experience in teaching/research in Agricultural Economics.

76. Senior Scientist (Genetics & Cytogenetics). (One Post)

Qualifications Essential : i) Doctoral degree in Genetics & Cytogenetics. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation in field crops.

77. Senior Scientist (Nematology). (One Post)

Qualifications Essential : i) Doctoral degree in Nematology/Zoology with specialisation in Nematology. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and experience of working in relevant field.

78. Senior Scientist (Biochemistry). (One Post)

Qualifications Essential : i) Doctoral degree in Biochemistry. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and experience of working in field, field crops.

79. Senior Scientist (Agriculture Extension). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Extension. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation in the field of extension education, transfer of technology on farming system and on farm research etc.

80. Senior Scientist (Biotechnology). (One Post)

Qualifications Essential : i) Doctoral degree in Biotechnology/Genetics/Cytogenetics/Botany. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and experience of working in cell/tissue culture in field crops.

81. Senior Scientist (Agricultural Chemistry). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Chemistry. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and experience of working preferably in crops plants.

82. Senior Scientist (Plant Pathology). (One Post)

Qualifications Essential : i) Doctoral degree in Plant Pathology. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation in the relevant field.

83. Senior Scientist (Plant Breeding). (Three Posts)

Qualifications Essential : i) Doctoral degree in Plant Breeding/Genetics/Cytogenetics. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and experience of working in crop improvement in field crops.

CENTRAL RICE RESEARCH INSTITUTE, CUTTACK

84. Senior Scientist (Agriculture Extension). (Three Posts)

Qualifications Essential : i) Doctoral degree in Agricultural Extension. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and field experience of technology transfer in crops.

CENTRAL ARID ZONE RESEARCH INSTITUTE, JODHPUR

85. Senior Scientist (Agronomy). (One Post)

Qualifications Essential : i) Doctoral degree in Agronomy. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and experience on agronomical aspects related to Arid Zone Research.

PROJECT DIRECTORATE FOR CROPPING SYSTEM RESEARCH, MODIPURAM

86. Senior Scientist (Agrometeorology). (One Post)

Qualifications Essential : i) Doctoral degree in Agrometeorology/Agricultural Physics. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation in handling weather data, weather forecasting & Crop weather relationship aspects.

NATIONAL RESEARCH CENTRE FOR OIL PALM,

PEDAVEGI NEAR ELURU, ANDHRA PRADESH

87. Senior Scientist (Biotechnology). (One Post)

Qualifications Essential : i) Doctoral degree in Agriculture with specialisation in Biotechnology. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation and experience in Agriculture/Horticulture crop Biotechnology.

CENTRAL INLAND CAPTURE FISHERIES RESEARCH INSTITUTE, BARRACKPORE

88. Senior Scientist (Agricultural Extension). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural/Fisheries Extension. ii) & iii) As in Item No. 67(ii) & 61(iii) above. iv) Specialisation in Extension Education, preferably in Fisheries Extension Education.

89. Senior Scientist (Soil & Water Conservation Engineering). (One Post)

Qualifications Essential : i) Doctoral degree in Soil & Water Conservation Engineering with 5 years experience (excluding the period spent in obtaining the Ph.D. degree during service subject to a maximum of 3 years) in research/teaching/extension education as Scientist (Rs. 2200-4000) or in an equivalent position in the relevant subject. OR Master's degree in the case of Engineering disciplines with 8 years experience in research/teaching/extension education as a Scientist (Rs. 2200-4000) or in an equivalent position in the relevant engineering subject. ii) As in Item No. 61(iii) above. iii) Specialisation and experience in the field of water engineering related to fisheries.

TECHNICAL

Pay Scale : Rs. 12000-375-16500

Age : Below 50 years.

INDIAN COUNCIL OF AGRICULTURAL RESEARCH HEADQUARTERS, NEW DELHI

90. T-9 Director (Works) in Category III of Technical Service in the functional group III-workshop staff (Including Engineering workshop staff). (One Post)

Qualifications Essential : i) Three years' Diploma/Bachelors' degree in the relevant field (in field where the duration of diploma courses available in the country is only two years, the minimum qualification will be two years diploma instead of three years diploma.) ii) At least 5 years experience. **Desirable :** i) Twelve years experience of working in an Organisation/Workshop/Factory of repute in the relevant field. ii) Master's degree in the subject.

IMPORTANT NOTE : 1) The candidates selected for appointment to the posts in Animal Science disciplines and possessing degree in Veterinary Science/Veterinary Science and Animal Husbandry followed by Masters and Doctoral degree in the relevant discipline will also be entitled to non-practicing allowance as admissible under the rules from time to time subject to fulfillment of conditions of entitlement for the same as prescribed by the Council. 2) The posts appearing at Sl. No. 61 will be filled up on tenurial basis for a period of five years. However, retirement age for all scientific posts is 60 years. 3) Candidates who have already applied for the post appearing at Sl. No. 90 in response to previous advertisements of the ASRB, must also send fresh applications. The fee already paid by the candidate alongwith the earlier appn. will be adjusted. To facilitate this they are advised to indicate the particulars of the fee already paid in the relevant column of the application form.

CLOSING DATE FOR RECEIPT OF APPLICATIONS IN AGRICULTURAL SCIENTISTS RECRUITMENT BOARD IS 01.06.1999.

(For candidates from abroad and in the Andaman and Nicobar

Islands, Lakshadweep, Minicoy and Amindivi Islands, States/ Union Territories in the North-Eastern Region, Ladakh division of J&K State, Sikkim, Pangi, Sub-division of Chamba, Lahul and Spiti, districts of Himachal Pradesh, last date will be 16.06.1999).

GENERAL INSTRUCTIONS : 1. For application form, please write to the Secretary, Agricultural Scientists Recruitment Board, Krishi Anusandhan Bhawan, Pusa, New Delhi-110 012. Request for form must specify Advertisement No. and name of the post and Item No. and should be accompanied by self addressed unstamped envelope (23x10 cms size). 2. Separate application with separate fee, separate No Objection Certificate, separate Vigilance Clearance Certificate is required for each post. 3. Application form complete in all respects, should reach the Office of the ASRB together with the application fee of Rs. 8/- (No fee for SC/ST candidates) in the form of crossed Indian Postal Order drawn in favour of the Secretary, Agricultural Scientists Recruitment Board by the closing date. Applications received after the closing date will not be entertained. In case a candidate anticipates delay in forwarding of his application through proper channel, he must send an advance copy of the application alongwith the fee which must reach this office on or before the closing date. Postal Order(s) obtained before the date of publication of advertisement and after the closing date of the applications will not be accepted. 4. The candidates should fill each and every column of Application Form at the appropriate place. Wherever the space is not sufficient they could

add extra sheet but it should be strictly in the prescribed format. 5. Candidates abroad may apply on plain paper and send their applications together with an International Postal Order/Bank draft covering the application fee drawn in favour of the Secretary, Agricultural Scientists Recruitment Board so as to reach this office of ASRB by the closing date. In countries where regular commercial channels are not available, the candidates can deposit the application fee in local currency with the Indian Mission/Posts abroad, who in turn will issue an R.B.I. draft in favour of the Secretary, Agricultural Scientists Recruitment Board, New Delhi. 6. The prescribed Essential Qualifications are minimum and possessing of same does not entitle candidates to be called for interview. Where the number of applicants is large, the Board may restrict the number of candidates for interview to a reasonable limit on the basis of qualifications and experience higher than the minimum prescribed in the advertisement. 7. If required, candidates must appear for personal interview. 8. Higher initial pay may be recommended by the ASRB for specially qualified and experienced candidates for all the posts. 9. For all technical posts and other non-scientific positions a screening test may be conducted by the Board to be followed by an interview. 10. T.A. contribution will be admissible to those called for interview as per ICAR Rules. 11. Crucial date for determining the age limit for candidates will be the closing date for receipt of applications from candidates in India. 12. The option of use of Hindi in interviews exists in the Board. 13. Convassing in any form will disqualify a candidate.

dayp 1020(1)99



National Museum Institute of History of Art, Conservation and Museology.

(Deemed to be University)

C-1, National Museum Campus, Connaught Place, New Delhi-110 007

Applications are invited on plain paper giving full details as regards to name, address, date of birth, educational qualifications, experience, etc. in respect of the following post :

1. FINANCE OFFICER : One Post

Pay Scale : Rs. 8000-13500

Age : Upto 35 years (relaxable upto 5 years for SC/ST)

Essential Qualifications : i) Degree in Commerce from a recognized University ii) At least 7 years experience in finance and accounts in supervisory capacity in Central/State Govt. offices, Offices of AG/PAO's, Universities, etc. iii) Sound knowledge of financial rules, accounting procedures, preparations of budget and other related matters.

Desirable : Working knowledge of Computer accounting.

Method of recruitment : Direct Recruitment failing which transfer on deputation.

Persons working in Central/State Govt. offices and offices of AG/PAO's and Universities, etc.

a) Holding analogous post b) With at least three years service in the payscale of Rs. 6500-10500 or equivalent c) 5 years service in the pay scale of Rs. 5500-9000.

1. The period of deputation including the period of deputation in another ex-cadre post held immediately preceding this appointment in the same or some other organisation/department of the Central Government shall be in accordance with the latest rules.

2. The applications accompanied with recent passport size photograph, copies of testimonials and a demand draft of Rs. 100/- payable in the name of the Registrar, National Museum Institute of History of Art, Conservation & Museology (NMHACM) at any nationalized bank should reach Dr. P.K.Sharma, Asstt. Registrar, by 21st May, 1999.

3. The Institute reserves the right to cancel all or any of the applications received.

REGISTRAR



TEZPUR UNIVERSITY

(A Central University established by an Act of Parliament)

Napaam, Tezpur-784 028, Assam

ADMISSION NOTICE

Applications are invited from the intending candidates for admission to the following Programmes of studies for the session 1999-2000.

1. **M.Sc. in Polymer Science : Eligibility :** Graduate with at least 50% marks or equivalent grade having Chemistry major with Physics and Mathematics.
2. **MCA : Eligibility :** A bachelor's degree of minimum 3 years duration in any discipline with at least 50% marks or equivalent grade in aggregate having passed in mathematics as a subject at 10+2 level.
3. **M.Tech. in Electronics : Eligibility :** B.E./B.Tech./M.Sc. (Electronics/Physics with Electronics special paper) AMIE, (Electronics/Electrical Engg.) AMIETE with at least 55% marks or equivalent. GATE Score above 80% is preferred.
4. **Diploma in Repair and Maintenance of Electronic Equipments (R&M CEE) : Eligibility :** Higher Secondary (10+2) (Science Stream). However, educational qualification may be relaxed down to HSLC in case of sponsored candidates and candidates having a minimum of two years practical experience in the field of Electronics.
5. **PG Diploma in Renewable Energy : Eligibility :** B.Sc. with Physics, Chemistry & Mathematics. Sponsored graduate candidates from national or state level departments/agencies or NGOs of renewable energy related programme.
6. **M.A. in English : Eligibility :** B.A. with at least 50% marks or equivalent grade in English or B.A. with at least 45% marks or equivalent grade in English major.
7. **M.Tech. in Information Technology : Eligibility :** B.E./B.Tech. in Computer or M.Sc. in Physics/Mathematics/Electronics with PGDCA. Gate score above 80% is preferred.
8. **M.A./M.Sc. in Mathematics : Eligibility :** B.A./B.Sc. with at least 50% marks or equivalent grade in aggregate having major in Mathematics. Candidates having major in Physics/Statistics with at least 50% marks with Mathematics as subsidiary subject may also apply.
9. **M.Sc. in Physics : Eligibility :** B.Sc. with at least 50% marks or equivalent grade in Physics major having Mathematics as subsidiary subject.
10. **M.A. (Modular) in Cultural Studies : Eligibility :** Any graduate with at least 45% marks or equivalent grade.

PROVISIONAL ADMISSION :

For all programmes, applicants who have appeared/are appearing in the qualifying degree examination in 1999 may also be admitted provisionally, if otherwise found eligible at the Admission Test on the condition that, if admitted, they must produce the evidence of passing the qualifying examination with eligibility norms before 20.11.99, failing which such admission will automatically stand cancelled.

For all programmes, minimum eligibility marks is relaxed by 5% for SC/ST candidates and seats are reserved as per Central Govt. rules.

SELECTION : On the basis of performances of candidates in Admission/Aptitude Test and/or Interview.

HOW TO APPLY : Application form together with Admission brochure may be obtained either personally from the University Office by paying Rs. 100/- (One hundred) only in cash or by sending a request together with a self addressed unstamped envelope of size 30 cm x 25 cm superscribed "Admission 1999" accompanied by a Bank Draft for Rs. 130/- (Rupees one hundred thirty) only payable to Tezpur University at Tezpur from 20.4.99 to 20.5.99.

LAST DATE : The last date of receipt of completed application is 20th May '99.

The University will not be responsible for any postal delay/loss of forms in transit.

Dr. M.R. Sharma
REGISTRAR



हैदराबाद विश्वविद्यालय

University of Hyderabad

P.O. Central University, Hyderabad-500 046

ADMISSION ANNOUNCEMENT 1999-2000

The University of Hyderabad, a Central University established by an Act of Parliament in 1974, offers facilities for postgraduate and research studies in major disciplines in sciences, humanities, social sciences, performing arts, fine arts and communication. Admissions are made on an all-India basis in order of merit in the entrance examination.

The entrance examinations for admission to the following courses during 1999-2000 will be held from 19 to 24 June 1999 at Bangalore, Bhubaneswar Calcutta, Chandigarh, Chennai, Cochin, Delhi, Hyderabad, Madurai, Pune, Tirupati, Vijayawada and Waltair. *The University reserves the right to cancel any of the examination centres.*

M.C.A., M.Sc. in Mathematics, Mathematics & Computing, Statistics-O.R., Physics, Electronics, Chemistry, Biochemistry, Plant Sciences, Animal Sciences, M.A. in English, Philosophy, Hindi, Functional Hindi (Translation), Telugu, Urdu, Applied Linguistics, Economics, History, Political Science, Sociology, Anthropology, Communication. MPA in Dance and Theatre Arts and MFA in Painting/Print Making.

M.Phil. in Mathematics, Applied Mathematics, Statistics-OR, Physics, Chemistry/Chemical Education, English, Philosophy, Hindi, Telugu, Urdu, Applied Linguistics, Translation Studies Comparative Literature, Economics, History, Political Science, Sociology, Anthropology and Regional Studies.

M.Sc. (Tech.) in Computational Techniques for Physicists open to students with Master's degree in Physics or in related areas.

M.Tech in Computer Science and Artificial Intelligence.

Ph.D. in Mathematics, Applied Mathematics, Statistics OR, Computer Science Physics, Electronics Science, Chemistry, Biochemistry, Plant Sciences, Animal Sciences, English, Philosophy, Hindi, Telugu, Urdu, Applied Linguistics, Translation Studies, Comparative Literature, Economics, History, Political Science, Sociology, Anthropology, Regional Studies, Communication and Folk Culture Studies.

P.G. Certificate/Diploma/Advanced Diploma in Chinese and PG Diploma in Acting (all part-time evening courses)

New Course: The University is introducing an MBA course from this year for which a notification will be issued in all editions of Indian Express and Eenadu on 4.5.1999. There

is a separate prospectus and application form for this course.

Detailed information regarding entrance examinations and qualifications for admission etc, is given in the Prospectus 1999-2000. Candidates who are appearing in final examination of the qualifying degree are also eligible to apply.

RESERVATION OF SEATS : In each course 15% and 7.5% of the seats are reserved for SC and ST candidates respectively with a provision for inter-changeability wherever necessary. 3% of the seats are reserved for physically handicapped candidates. Relaxation in the prescribed percentage of marks is also provided.

HOW TO APPLY : Prospectus and application forms can be obtained *in person* from 28.4.1999 to 24.5.1999 from the Academic Section, Administration Building on the University Campus, Hyderabad-500 046 or from "The Golden Threshold" premises of the University at Nampally Station Road, Hyderabad-500 001, against cash payment of Rs. 100/- for one set of application form and Prospectus and Rs. 50/- for each additional application form.

The prospectus and application forms can also be obtained *by post* up to 17.5.1999 from the Dy. Registrar (Acad. & Exams), University of Hyderabad, P.O. Central University Hyderabad-500 046, by sending (a) a requisition, (b) one self-addressed slip, (c) a crossed demand draft for Rs. 110/- drawn in favour of the Finance Officer, University of Hyderabad, on State Bank of India, Hyderabad University Campus Branch, Hyderabad (Code 5916) or on Andhra Bank, Nampally Branch Hyderabad (Code 378) for the first set of one application form and prospectus and Rs. 50/- for each additional application form. Not more than 3 applications will be issued with one Prospectus.

Separate application is required for each course.

Important dates:

Last date for receiving requisition	17.05.1999
for issue of application forms by post :	(MONDAY)
Last date for receiving completed	24.05.1999
application forms :	(MONDAY)

The University will not be responsible for any postal delay, candidates are therefore advised to apply well in time.

Dated : 19.4.1999

T.R. Vlg
Registrar and Contr. of Exams.



National Institute for the Orthopaedically Handicapped

(Under Ministry of Social Justice & Empowerment, Govt. of India)
B.T. Road, Bon-Hooghly, Calcutta-700 090

ADMISSION NOTICE

Applications are invited from eligible candidates on prescribed form to undertake a **JOINT ENTRANCE EXAMINATION** for admission to First Year Professional Courses in — 1. Bachelor in Physiotherapy (BPT) 2. Bachelor in Occupational Therapy (BOT). 3. Bachelor in Prosthetics & Orthotics (BPO).

Course Duration — 3 years + 6 months Internship.

The Joint Entrance Examination will be conducted at Bhopal, Bhubaneswar, Calcutta, Dehradun, Delhi, Guwahati, Hyderabad, Lucknow, Ranchi, on 20th June 1999 (Sunday).

The Examination date/venue can however be changed at the discretion of Director, NIOH, Calcutta.

A candidate must have passed 12th Class Examination under 10+2 system with five subjects or an equivalent examination with Physics, Chemistry, Biology/Mathematics and English securing 50% marks in PCB to join B.P.T. and BOT Courses, or 50% in PCB or PCM, for Bachelor in Prosthetics Orthotics courses (40% in case of Scheduled Cast, Scheduled Tribe, Physically Handicapped candidates in PCB/PCM as applicable).

15% seats for SC, 7.5% for ST candidates and one seat for Physically Handicapped (PH) candidate in each course is reserved with the condition that their disability should not hinder in training and subsequently in performance of their professional duties in case of physically handicapped.

Those candidates who will be appearing in 12th Class examination under 10+2 system or equivalent Examination in April/May 1999 and whose results are likely to be declared before July 1999 and hope to obtain required percentage of marks are also eligible to apply. A candidate should have attained or will attain the age of 17 (seventeen) years and not more than 22 years on 31st July, 1999. No relaxation in age is admissible.

The Prospectus-cum-Application form may be obtained personally from 15th April, 1999 onward from the counter sale office of the National Institute for the Orthopaedically Handicapped, Calcutta or National Institute of Rehabilitation, Training and Research, Olatpur, Cuttack or National Institute for the Mentally Handicapped, Secunderabad or Artificial Limbs Manufacturing Corporation of India, G.T. Road, Kanpur or Deep Shikha Arya Samaj Building, Shradhanand Road, Ranchi (Bihar) or Bhagwan Mahavir Viklang Sahayata Samiti, S.M.S. Hospital, Jaipur, Chetna Sector — A Aliganj Scheme, Lucknow, Deptt. of Rehabilitation, RIMS, Imphal, Manipur and Department of Orthopaedics, Silchar, Assam against the Demand Draft/Indian Postal Order of Rs. 250/- for General Category candidates & Rs. 200/- for SC/ST/PH candidates. The DD should be made from any nationalised bank, payable to Director, NIOH at Calcutta. Candidates those who want the Prospectus-cum-Application Form by post should send on payment of Rs. 275/- for General Category and Rs. 225/- for SC/ST/PH candidates through Demand Draft or Indian Postal Order as mentioned above along with a self-addressed unstamped envelope of size 12 x 28 cms to The Director, National Institute for the Orthopaedically Handicapped, B.T. Road, Bon Hooghly, Calcutta-700 090. The form will be sent by Registered Post. The amount includes cost of Prospectus as well as Examination Fee. Any postal delay will not be our responsibility.

Candidates should apply for either (i) Bachelor in Physiotherapy/Occupational Therapy or (ii) Bachelor of Prosthetics Orthotics, as the JEE for all courses will be common and will be held on same date and time. Details are given in the Prospectus.

Limited Hostel Accommodation to outstation candidates is available. The application forms duly completed along with necessary certificates as mentioned in Prospectus should reach The Director, National Institute for the Orthopaedically Handicapped, B.T. Road, Bon-Hooghly, Calcutta-700 090, W.B. by 15th May 1999.

Applications received late will not be considered.

CLASSIFIED ADVERTISEMENTS

SRI PADMAVATI MAHILA VISVAVIDYALAYAM : TIRUPATI

Advt. No. SPMVV/285/Ext/A/98

Applications in the prescribed form are invited from qualified candidates for the following posts so as to reach the Registrar on or before 5.00 p.m. on 22.05.99. For the posts of Professors, women and men can apply. Other things being equal, women will be given preference. For the posts of Readers and Lecturers, only women need apply. Knowledge of Telugu is desirable.

S.No.	Name of the Department & Cadre in each group	Special Recruitment Drive for SC/ST Category		General Vacancies SC/ST/BC/PHC/OC Category						Total		
		SC	ST	SC	ST	BC					PHC	OC
						A	B	C	D			
GROUP - I HUMANITIES & SOCIAL SCIENCES												
1.	Communication & Journalism											
	Professor	—	—	—	—	—	—	—	—	—	1	1
	Lecturer	—	—	—	—	—	—	—	—	—	1	1
2.	Education											
i)	General (B.Ed./M.Ed.)											
	Professor	—	—	—	—	—	—	—	—	—	1	1
	Lecturer	—	1	1	—	—	—	—	—	—	—	2
ii)	B.Ed. Spl. (Hearing Impairment)											
	Reader	—	1	—	—	—	—	—	—	—	—	1
	Leacturer	—	—	—	—	—	—	—	—	1	—	1
3.	English Language & Literature											
	Lecturer	—	—	—	—	1	—	—	—	—	—	1
4.	Law											
	Reader	1*	—	—	—	—	—	—	—	—	—	1
	Lecturer	—	—	—	—	—	—	—	—	1	1	2
5.	Social Work											
	Lecturer	—	1	—	—	—	—	—	—	1	—	2
6.	Telugu Studies											
	Reader	—	—	—	—	1	—	—	—	—	—	1
7.	Women's Studies											
	Lecturer	—	—	—	1**	—	—	—	—	—	—	1
GROUP - II SCIENCES												
1.	Applied Mathematics											
	Lecturer	—	1	—	—	—	—	—	1	—	—	2
2.	Applied Microbiology											
	Lecturer	—	1	—	—	—	—	—	—	—	—	1
3.	Computer Science											
	Professor	—	—	—	—	—	—	—	—	—	1	1
	Reader	—	1@	—	—	—	—	—	—	—	—	1
	Lecturer	—	—	—	—	—	—	—	—	1	—	1
4.	Food Science & Nutrition											
	Reader	1	—	—	—	—	—	—	—	—	1@@	2
	Lecturer	—	1	—	—	—	—	—	—	—	—	1
5.	Human Devt. & Family Studies											
	Lecturer	—	—	—	—	—	—	—	—	1	—	1
6.	Sericulture											
	Reader	1	—	—	—	—	—	—	—	—	—	1
	Lecturer	—	—	—	—	—	—	—	—	—	1	1

(*) Subject to results of W.P. No. 7807/96 filed in the High Court of A.P.

(**) Subject to results of W.P. No. 7980/96 filed in the High Court of A.P.

(@) Subject to results of W.P. No. 18673/93 filed in the High Court of A.P.

(@@) Leave vacancy on time scale upto October 1999 or till the regular incumbent resumes duty whichever is earlier.

NON-TEACHING POSITIONS :

a) Systems Manager (OC) 1 Post (Computer Centre)

b) Research Associate (OC) 1 Post (Centre for Women's Studies)

SCALE OF PAY

Professor — Ra. 4500-150-5700-200-7300

Reader — Ra. 3700-125-4950-150-5700

Lecturer — Ra. 2200-75-2800-100-4000

Systems Manager — Ra. 3700-125-4950-150-5700

Research Associate — Ra. 2800-100-3300

NOTE : The scales of pay may be subject to revision.

All the posts carry DA and HRA, at the University rates. The prescribed application forms (in duplicate) and other particulars (qualifications prescribed/specialisation etc.) will be

supplied on or after 21.04.99 on payment of Rs. 50/- by a crossed demand draft drawn in favour of The Registrar, Sri Padmavati Mahila Visvavidyalayam, Tirupati-517 502. Self addressed envelope of size 27 cm x 12 cms bearing stamps worth Rs. 26/- should also be enclosed if application forms etc is to be supplied by post. The University will not be responsible for any loss or delay in transit.

The University will have the right to fill or not to fill consequential vacancies if any.

The University also reserves the right to fill or not to fill any or all of the above posts and to relax specialisations, if necessary.

When called for interview, the candidates will have to travel at their own cost. Canvassing in any form will be considered as a disqualification.

Tirupati

Date : 16.04.1999

REGISTRAR

**GOA VIDYAPRASARAK MANDAL'S
GOPAL GOVIND POY
RAITURCAR COLLEGE OF
COMMERCE & ECONOMICS
P.O. BOX NO. 102, PONDA-GOA-403 401**

Applications stating full name, address, age with date of birth, educational qualifications (from S.S.C. and onwards with marks and percentage secured) and experience etc are invited for the following posts of lecturers for the academic year 1999-2000.

1. Lecturer in Commerce — Full-time — 2 posts (SC)
2. Lecturer in Economics — Full-time — 1 post (SC)
3. Lecturer in Computer Awareness — Full-time — 1 post (ST)

Out of the two posts of lecturers in Commerce one is being advertised for the first time and second post is advertised for the second time. Posts at Sr. 2 and 3 are being advertised for the second and third time respectively. For one post of lecturer in Commerce and for posts at Sr. 2 and 3, only candidates belonging to reserved category may apply. If no suitable candidates from reserved category are available, candidates from General Category will be considered for appointment temporarily for one year only.

All the posts advertised will be filled only if work-load warrants

Qualifications : a) For posts at Sr. No. 1 and 2, Master's degree in the relevant subject (with minimum six papers) with at least 55% marks or its equivalent grade and good academic record. b) For post at Sr. No. 3, Quali-

cations as per present Goa University and U.G.C. Statutes and guidelines.

Candidates for all the above posts should have cleared eligibility Test for lecturers conducted by U.G.C./C.S.I.R. or a similar test accredited by the U.G.C. If candidates having passed the said Eligibility Test are not available candidates fulfilling other conditions would be appointed on purely temporary basis.

Pay Scales, allowances and other service conditions as per the rules, ordinances and Statutes of Goa University, U.G.C. and rules of Goa Government.

Candidates should account for breaks if any in the academic career. Those already in Service must send their applications through proper channel. Complete applications in all respects along with certified xerox copies of the statement of marks for all public examinations from S.S.C. and onwards, Caste Certificate if belonging to SC/ST Category from competent authority, should reach the undersigned within 15 days from the date of publication of this advertisement.

A.G. Junade
PRINCIPAL

**INDIRA KALA SANGIT
VISHWAVIDYALAYA
KHAIRAGARH (MP)**

No. RD/99/ESTT 161 Dated : 7th March, 1999

NOTIFICATION

Applications are invited for the posts mentioned below :

1. Professors (Four) : Pay scale 4500-7300 (unrevised) : One each in Khayal; Instrument; Kathak/Bharatnatyam Dance and painting (Visual Arts)
2. Readers (Four) : Pay scale 3700-5700 (unrevised) : One each in Sculpture; Graphics; Computer Science; and Research Cell.
3. Lecturers (Five) : Pay scale 2200-4000 (unrevised) : One each in Computer Science; Musicology : (Danceology and Theory of Percussion (Reserved for ST); Flute; History of Art and Culture; (ST) and History of Art (Painting) (ST).
4. Asstt. Registrar (One) : (ST) Pay scale 10000-15200 (Revised)
5. P.A. to V.C. (One) (ST) : Pay scale 5000-8000 (Revised)
6. Stenographer (Two) (One post ST) : Pay scale 4500-7000 (Revised).
7. Accompanists (Two) : Pay scale 4500-7000

(Revised) : One Table for Vocal Department and one Vocalist for Bharatnatyam.

8. Technical Assistant (One) Computer Science (ST) : Pay scale 4000-6000 (Revised).

Qualifications :

Professors : An eminent scholar with published work of high quality and actively engaged in Research. About 10 years experience in teaching and/or research at the Doctoral level. OR An outstanding scholar with established reputation who has made significant contribution to knowledge. **Reader :** Good academic record with doctoral degree or equivalent published work, evidence of being actively engaged in (a) Research OR (b) Innovation in teaching methods OR (c) Production of teaching materials. About 5 years experience in teaching and/or Research provided that at least three years out of five years as Lecturer or in an equivalent position. This condition may be relaxed in case of candidates with outstanding records of Teaching/Research. **Reader in Computer Science :** Ph.D./Master's Degree in Computer Science with about 5 years experience in University level teaching. **Desirable qualification :** Work/Research in 'Computer Music' and/or Computer Arts & Designs. **Lecturer (Music and Dance) A.** A good academic record with at least Second Class (C in seven point scale) Master's degree in relevant subject or an equivalent degree or Diploma recognized by the University and qualified in NET. **B.** Two years Research or Professional experience or evidence of creative work and achievement in the field of specialization or a combined research and Professional experience of three years in the field as an artist of outstanding talent. OR A traditional or a Professional artist with highly commendable Professional achievement in the subject concerned. **Lecturer (Humanities, science subjects) :** A. A Doctoral Degree or Research work of equivalent standard and B. Good academic records with atleast Second Class (C in the seven point scale) Masters Degree in the relevant subject from an Indian University or an equivalent Degree from a Foreign University. In view of Developing inter disciplinary programs the degrees under (A) and (B) may be in relevant subjects. **Lecturer in Computer Science :** Master's Degree in Computer Science NET or SLET (accredited by UGC) cleared. **Desirable :** Knowledge and aptitude for Computer Music and/or Computer Art & Designs. **Asstt. Registrar :** Good academic record plus Masters degree with at least 55% marks or its equivalent. **Desirable :** Proficiency in handling Finance/Accounts. **P.A. to V.C. :** A graduate or

Master's Degree from a recognised University. Efficiency in short-hand bilingual and typing in both English & Hindi passed the M.P. Board Examination for short hand or equivalent. Two years experience in an education deptt. or in a University/Institution as Stenographer Stenographers : A graduate from a recognised University, efficiency in short hand and typing in English. Passed the M.P. Board examination for short hand or equivalent. Desirable : Proficiency in typing and short hand in both English and Hindi. Accompanist : Possession of Higher Secondary Certificate with Vid of the University and/or equivalent Diploma, or an Artist of B-High Grade of All India Radio. Proficiency in accompanying with Vocalist and in case of Bharatnatyam proficiency in Vocal performance with dance. Qualification may be relaxed in the case of persons found exceptionally good. Technical Asstt. : B.Sc./B.A./B.Com. with a recognized Diploma in Computer Music/Computer Design. Desirable : Experience in Audio/Audio-Video Recording Studio. General inclination to Indian Music and Visual Arts.

N.B. : Thirty per cent of the posts are reserved for women candidates as per rule.

The University reserves the right to :

1. Keep vacant any of the advertised posts without assigning any reason.
2. Relax any of the prescribed qualifications in case of outstanding and desirable candidate.
3. Consider and appoint a person who may not have applied.
4. Those who have applied for the posts at Sl. No. 6 need not apply afresh.

Application format :

INDIRA KALA SANGIT VISHWA-VIDYALAYA, KHAIRAGARH (MP)

(1) Name of the post applied for : (2) IPO/DD No. with amount & date : (3) Name of the applicant : (4) Father's Name : (5) Date of Birth : (6) Nationality : (7) Permanent address : (8) Address for correspondence : (9) Cast (ST/SC/OBC/GEN) : (10) Academic qualification (Higher Secondary to Doctoral degree) with name of Board/University, marks, percentage, division/class, year of passing : (11) Professional qualifications : (12) Publications : (13) Experience as artist in ABR/Doodhgharan/State, National and International Conference and Festival, National International Exhibitions etc : (14) Extra curricular activities : (15) Experience (Teaching/Non-teaching) : (16) Publications : (17) Seminars/Symposia/Conferences

attended : (18) Present employment with pay details. The candidates should also attach three recent photographs duly attested on the back side.

I the applicant for the post of do hereby declare that the entries made by me in this application are correct to the best of my knowledge and belief.

Place & Date

Signature of Applicant

Application in six copies on plain paper with full enclosures with IPO/Bank Draft of Rs. 200/- for the post of Professor, Reader, Lecturer and Asstt. Registrar (for SC/ST Rs. 50/-) Rs. 100/- for the post of P.A. to V.C., Stenographer, Accompanists and Technical Assistant (For SC/ST Rs. 25/-) drawn in favour of Registrar, Indira Kala Sangit Vishwavidyalaya, Khairagarh (MP)-491 881 payable at SBI Khairagarh must reach by 20th May in the office of the Registrar.

Khairagarh

Ramesh Sharma

Dated 7.4.1999

REGISTRAR

THE GANDHIGRAM RURAL INSTITUTE

(DEEMED UNIVERSITY)

GANDHIGRAM-624 302

DINDIGUL DISTRICT, TAMIL NADU

Applications are invited for the following posts.

1. Professor — Each One in — a. Biology, b. Rural Industries & Management, c. Political Science & Devt. Adm., d. Director, Rural Technology Centre (Temrial)
2. Registrar — One — Temrial
3. Reader — Each One in — a. Mathematics, b. Agriculture, c. Computer Applications, d. English, e. Home Science, f. Extension (Temporary)
4. Senior System Programmer — One
5. Lecturer — Each One in — a. Chemistry, b. Home Science (SC/ST), c. Physics, d. Computer Applications (SC/ST), e. Mathematics (SC/ST), f. Health Education & Social Sciences, g. Malayalam, h. Rural Reconstruction (SC/ST)
6. Assistant Registrar — One
7. Instructor-cum-Lab. Assistant (Agriculture) — One
8. Health Inspector — One
9. Statistical Assistant for SC/ST Cell (SC/ST) — One
10. Junior Assistant — Two
11. Clerk-cum-Typist — Two

12. Film Operator — One

13. Driver — One

14. Gardener — One

The application form along with instructions to candidates can be had from the Office of the Registrar by sending Demand Draft drawn in favour of THE REGISTRAR, GANDHIGRAM RURAL INSTITUTE, GANDHIGRAM for Rs. 20/- for each post dated not earlier than the date of the advertisement and payable at Canara Bank, Gandhigram or State Bank of India, Ambathurai. The demand draft should be accompanied by a self-addressed stamped envelope (20 cms x 10 cms) for Rs. 9/-. The LAST DATE for receipt of filled up application is 10.05.1999.

Note :

1. The institute reserves the right to fill up or not any of the above posts.
2. Selection Committee reserves the right to recommend to fill up consequential vacancies arising out of the selection process.
3. Selection is on All India basis and only on merit.

Gandhigram-624 302

Dr. B.R. Dwaraki

Date : 08.04.1999

REGISTRAR

MANONMANIAM SUNDARANAR UNIVERSITY THIRUNELVELI-627 012

Special Recruitment Drive for SC/ST

Advt. No. Estt/T/Appl/99

Applications in prescribed form are invited from eligible SC/ST candidates for the following posts in UGC pay scales :

1. Tamil Studies — Lecturer, 1 post
2. Mathematics — Lecturer, 1 post
3. Computer Science — Lecturer, 1 post
4. Statistics — Reader, 1 post

The prescribed form, qualification for the posts and other details can be obtained from the Registrar, Manonmaniam Sundaranar University, Thirunelveli-627 012, Tamil Nadu on requisition accompanied by a Demand Draft for Rs. 200/- drawn in favour of the Registrar, Manonmaniam Sundaranar University, Thirunelveli in any one of the nationalised banks payable at Thirunelveli and a self addressed stamped envelope (27 x 12 cm size) to the value of Rs. 12/-.

Last date for receipt of filled-in application is 20.05.1999.

Abhishekapatti

Dr. K.M. Padmasua

12.04.1999

REGISTRAR

Kopergaon Thinka Education Society's
**K.J. SOMAJYA COLLEGE OF
 ARTS, COMMERCE &
 SCIENCE,**
 Mohanrajnagar, KOPARGAON,
 Dist. Ahmednagar.

WANTED

Applications are invited for the following posts in Senior College : (1999-2000).

1. History — 1 Post (In leave vacancy for two years only) — Open
2. Marathi — 2 Posts (In leave vacancy for two years only) — Open
One post on Non-Grant Basis — SC
3. Chemistry (Physical) — 1 Post — SC
4. Physics — 1 Post — SC

1. Pay scales qualification and service conditions as per University and Govt. of Maharashtra.

Good academic record of at least 55% marks or and equivalent Grade at Master Degree in relevant subject and constitutently good academic record and SET/NET Pass.

2. Candidate should send one copy of application to Dy. Registrar (Reservation Cell) Pune University, Pune-7.

3. Who is already in service in Sr. College as approved Teacher they can also apply through proper channel.

4. Applications should reach to the Principal with cross Postal Order or cross Demand Draft Rs. 5/- of B.C. & Rs. 25/- for Open category within 15 days from the date of Advt.

S.D. Kulkarni Ashokrao Rahamare V.B. Deshmukh
 SECRETARY CHAIRMAN PRINCIPAL

GOA VIDYAPRASARAK MANDAL'S COLLEGE OF EDUCATION

Post Box No. 139

Fernagudi, Ponda - Goa-403 401

Applications with full bio-data are invited for the following posts so as to reach the Principal within 15 (Fifteen) days from the date of publication of this advertisement.

Applications must be accompanied by certified copies of marksheet of all examinations from S.S.C. onwards. Those already employed, shall forward their applications through proper channel.

CATEGORY OF THE POST : OPEN

*Full Time Lecturer in Education (Methodology of teaching Geography) — 1 Post.

*Full Time Lecturer in Education (Methodol-

ogy of teaching Languages/Social Science)
 — 1 Post.

CATEGORY OF THE POST : RESERVED

*Full Time Lecturers in Education with methodology in the teaching of

(a) Hindi ... 1 Post (SC/ST) (Advertised for the fifth time and only SC/ST candidates need apply)

(b) Konkani ... 1 Post (OBC) (Advertised for the first time)

Qualifications : Candidates should have Master's degree in the relevant subject (i.e. Education) with at least 55% marks or its equivalent grade and good academic record as prescribed by U.G.C.

Candidates applying for the above posts must be citizen of India and should have passed the Eligibility Test for Lecturership conducted by the U.G.C. or a similar test accredited by the U.G.C. However, if such candidates are not available or found not suitable, other candidates may be appointed on temporary basis for one year only as per Goa University rules.

Terms and conditions of service are those laid down by Goa University/Directorate of Higher Education, Government of Goa and other competent authorities.

Place : Ponda-Goa

Dated : 16.4.99

Louis Vernal

PRINCIPAL



A.P.S. UNIVERSITY, REWA (MP) ADMISSION NOTICE FOR PROFESSIONAL COURSES (SESSION 1999-2000)

Applications are invited for admission to various professional courses of the university. Information bulletins and application forms can be obtained on payment of Rs. 200/- in cash from the concerned department or by sending a demand draft of Rs. 225/- in favour of "The Professor-In-Charge" of the concerned course/Department, A.P.S. University, Rewa.

S. No.	Course	No. of Seats	Duration & Pattern	Entrance Test On
1.	MTA (Master of Tourism Administration)	35+5 Payment +5 Sponsored	2 years (4 semesters)	10.07.99
2.	MHRD (Master of Human Resource Development)	55+5 Payment+5 Sponsored	2 years (4 semesters)	18.07.99
3.	MEE (Master of Extension Education)	30	2 Years (Annual)	21.07.99
4.	M.S.W (Master of Social Work)	35+5 Payment +5 Sponsored	2 years (4 semesters)	22.07.99
5.	IR & PM (P.G. Diploma in Industrial Relations and Personnel Management)	40+5 Payment +5 Sponsored	1 year (2 semesters)	23.07.99
6.	M.Sc. in Biotechnology	15+5 Payment/NRI	2 years (4 semesters)	15.07.99
7.	M.Sc. in Biochemistry	20+5 Payment/ Sponsored	2 years (Annual)	16.07.99
8.	M.Sc. in Computer Science	20+5 Payment +5 Sponsored	2 years (4 semesters)	17.07.99
9.	Diploma in Fashion & Textile Designing	30 (for both Boys and Girls)	1 year (Annual)	18.07.99

1. MINIMUM ELIGIBILITY FOR :

- (i) S.N. 1 to 5 is Graduate/P.G. in any discipline with 50% Marks in aggregate.
- (ii) S.N. 6 is B.Sc. (Bio.)B.Sc. (Ag.)M.B.B.S. with 50% Marks in aggregate.
- (iii) S.N. 7 is B.Sc. Chem./Bio-Chemistry with 50% Marks in theory.
- (iv) S.N. 8 is B.Sc. with Comp. Sc./Application, Engineering, Electronics, Mathematics, Physics (any two) with 50% Marks in theory.
- (v) S.N. 9 is 10+2 Certificate Examination with 50% marks in aggregate.
- (vi) For SC/ST, only 45% Marks for all courses.

2. Candidates appearing in the final year of qualifying examination are also eligible to apply provided they fulfil the eligibility criterion at the time of admission.
3. Admission will be made on the basis of merit obtained in Entrance Test (comprising of Written Test, Interview and/or Group Discussion), to be held at A.P.S. University, Rewa. No TA/DA shall be provided for appearing in the test.
4. Reservations will be granted as per M.P. Govt./Univ. Rules.
5. Last date for submission of application (i) without late fee — 05.07.99 (ii) with late fee of Rs. 150/- upto one day before the date of entrance test.
6. All correspondence should be directed to The Professor-In-Charge of the concerned programme/course.
7. All eligible candidates should reach the concerned department/centre for entrance test on the said date even if they have not received the admission card.

Director

Directorate of Self Supporting Programme

Registrar



SAMBHRAM COLLEGE OF TOURISM, INTERNATIONAL HOSPITALITY AND HOTEL MANAGEMENT

No. 36, Temple Road, BEML Nagar, KOLAR GOLD FIELDS-563 115
Karnataka, Near Bangalore

ADMISSIONS — 1999-2000 SESSION

- The Programme :** Three year residential, regular degree course, at the hill resort of KGF, near Bangalore, the Garden City of India. Affiliated to Bangalore University and Recognised by AICTE, Government of India.
- The Institution :** The Sambhram College of Tourism, International Hospitality and Hotel Management, located at the scenic heights of KGF, near BANGALORE, the GARDEN CITY OF INDIA. This premier institution of its kind in the country, which is committed to excellence and innovation, in imparting expertise and managerial capabilities, for global hospitality industry.
- Placement :** Excellent national and international placement. College is a member of Pacific Asia Travel Association (PATA).
- Concessions :** No donation or capitation fee. Limited concessions for dependents of Defence and IPS Officers.
- Minimum Eligibility :** Eligibility 10+2. Graduates and those in various stages of graduation (BA I, II or III) can also apply.
- Hostel :** Hostel accommodation, within the campus, separately for boys and girls, on sharing basis is provided with excellent amenities.
- Unique Features :** Located in a popular hill resort. Attached Star class hotel for training. Worldwide accepted curriculum. Exclusive laboratories for food production, training restaurants, computer centre. International affiliations. Global career.
- Application Form :** Prospectus and Application forms can be obtained from College/DD of Rs. 450, payable at State Bank of Mysore, Ooragam Branch, in favour of Sambhram College of Hotel Management.
- Interviews (Northern India) :** For aptitude test, interviews and selection for candidates in Northern India, contact, V.K. Sharma, C-56, Delhi Citizen Society, Sector-13, Rohini, New Delhi-110 085. Tele (011)7872088, 9810092606. Interviews will be held on 28th, 29th April, 1st and 2nd May 99.
- Interviews (Southern India) :** For aptitude test, interviews and selection in Southern India, contact, CEO, Sambhram College of Hotel Management, No. 36, Temple Road, BEML Nagar, KGF-563 115, Karnataka. Tele. : 08153-63086. Fax 08153-63174. Interviews at Bangalore and KGF, from 04 May 99 onwards.

JOIN SAMBHRAM — JOIN THE FINEST INTERNATIONAL HOSPITALITY INSTITUTION — FOR A GLOBAL CAREER

NATIONAL INSTITUTE OF INDUSTRIAL ENGINEERING (NITIE)

MANAGEMENT TEACHING TECHNIQUES (FDP) for Management Teachers at NITIE, Mumbai 21-25 June, 1999

NITIE is offering one week, Residential Training Programme on "Management Teaching Techniques" for teachers of General Management, OB and Human Resource Management areas. The Programme is designed to enable the participants to develop specific skills in adapting a variety of pedagogies viz. Business games, simulation exercises, role plays etc. in teaching the courses.

The programme fee is Rs. 7,000/-, to cover tuition, course materials, lodging and boarding and other institutional amenities.

Interested teachers who would like to enrol for the programme may send their personal details, courses teaching/taught, alongwith a D/D for Rs. 7,000/- drawn in favour of NITIE, Mumbai latest by 7th June, 1999.

For further details please write to :

Asst. Registrar (Programmes)
National Institute of Industrial Engineering (NITIE)
Vihar Lake, Mumbai-400 067
Tel. (022)8573371 Fax No. (022)8573251



DOING

The Indira Gandhi National Open University, (IGNOU) in collaboration with University of Huddersfield, England and the Commonwealth Secretariat launches a Certificate / Diploma in "Youth in Development Work". The programme is for Youth and Community Development Functionaries both in Government and Non-Government Organisations including National Service Scheme (NSS), Nehru Yuva Kendra (NYK), Bharat Scouts & Guides, NCC and Youth Club etc.

Eligibility for admission

- Minimum entry qualification is senior secondary (or+2).
- At last 3 years of proven experience in Youth and Community Development Work or related experience.
- This programme is in English only. Ability to read, write and communicate in English language is essential.
- The course would be given through DE mode by IGNOU.
- Applications on plain paper with complete CV, two passport size photograph alongwith a bank draft of Rs. 1500/- payable to CYP, IGNOU payable at Delhi, to reach the undersigned by 17.05.99. Seats are limited.

Prof. Prabha Chawla, Project Director,
Room No. 22, Block-2,
Indira Gandhi National Open University,
Maidan Garhi, New Delhi-110 068.



Bharathidasan University

Tiruchirappalli-620 024

CENTRE FOR DISTANCE EDUCATION

M.B.A. PROGRAMME, 1999

One of the most prestigious MBA programmes of the Country offered under Distance Education.

Our success lies in ensuring quality through a Course, packaged and delivered exactly like a Regular MBA Programme.

Naturally, we need to select the Best and avoid mass enrolment.

SPECIAL MERITS

- ☐ Our BHARATHIDASAN INSTITUTE OF MANAGEMENT (BIM) faculty design/guide the course
- ☐ Curriculum and Regulations are same as in Regular Course
- ☐ Semester system (six semesters) including Continuous Internal Assessment
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- ☐ Regular contact seminars/instructions at Tiruchirappalli, Coimbatore, Chennai and Bangalore
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- ☐ Quality learning material supplemented with audio/video lessons.
- ☐ Training in Corporate Management and Computer Applications.
- ☐ Placement Guidance and Training.
- ☐ Scholarships arranged for SC/ST students of Tamil Nadu.
- ☐ Approved by AICTE

ELIGIBILITY AND SELECTION

- ☐ Any Graduate of a recognised University with a minimum of 50% marks.
- ☐ Candidates who await results of the qualifying examination may also apply.
- ☐ Selection based on entrance test, qualifying examination, work experience, if any.
- ☐ Tamil Nadu Government rules on communal reservation will be adopted.

APPLICATION AND ENTRANCE TEST

Application Form and Prospectus can be had from the Director, Centre for Distance Education, Bharathidasan University, Tiruchirappalli-620 024, on request enclosing a crossed Demand Draft for Rs. 100/- (dated only after the date of this notification) drawn in favour of "Centre for Distance Education, Bharathidasan University, Tiruchirappalli."

Last date for issue of the application — May 21, 1999
Last date for receipt of filled in application — May 28, 1999
Entrance Test at Trichy, Coimbatore, Chennai & Bangalore on June 20, 1999



POSTGRADUATE INSTITUTE OF MEDICAL EDUCATION & RESEARCH, CHANDIGARH

ADMISSION NOTICE NO. 51/99 (ACAD.)

LAST DATE FOR RECEIPT OF APPLICATION FORMS : 15.5.1999 BY 1.00 P.M.

Applications on the prescribed form are invited for the following postdoctoral, postgraduate courses and Ph.D programme for academic session starting from 1st July, 1999. **INCOMPLETE APPLICATIONS WILL NOT BE ENTERTAINED AND NO CORRESPONDENCE WILL BE MADE IN THIS REGARD.**

I. FIRST YEAR JUNIOR RESIDENTS (for MD/MS courses)

	Gen	SC	ST	Rural Area Services	Deputed/ Sponsored	Foreign National
Anaesthesia	5	1	1	—	—	1
Community Medicine	1	—	—	—	1	—
Dermatology, Ven. & Leprology	1	—	—	—	—	—
E.N.T.	1	—	—	—	—	—
Medicine	7	1	1	—	1	1
Obstetrics & Gynaecology	3	1	—	—	—	1
Ophthalmology	2	—	—	—	—	—
Ortho. Surgery	3	—	—	—	—	—
Paediatrics	4	1	—	1	—	—
Psychiatry	2	—	—	—	—	1
Radio-diagnosis	2	1	—	—	—	1
Radiotherapy	1	—	—	—	—	—
Surgery	7	1	—	1	—	1
Microbiology	1	—	—	—	1	—
Pathology	4	—	—	—	1	—
Pharmacology	1	—	—	—	—	—
Total	45	6	2	2	4	6

II. FIRST YEAR JUNIOR RESIDENTS (HOUSE JOB) FOR ORAL HEALTH SCIENCES

3 1 — — — —

III. MDS (PEDODONTIA & PREVENTIVE DENTISTRY)

2 — — — — —

The candidates who are completing their internship after 30.6.99 are not eligible.

IV. DM/M.Ch.

Cardiology	1	—	—	—	2	—
Clinical	—	—	—	—	1	—
Pharmacology	—	—	—	—	—	—
Gastroenterology	2	—	—	—	1	—
Neurology	1	—	—	—	1	—
Pulmonary medicine	1	—	—	—	—	—
Cardiovascular & Th. Surgery	—	1	—	—	2	—
Neurosurgery	2	—	—	—	1	—
Paediatric Surgery	2	—	—	—	—	—
Plastic Surgery	1	—	—	—	1	—
Urology	1	—	—	—	1	—

V. Ph.D. Programme :

Biochemistry, Biophysics, Cardiology, Dermatology, Endocrinology, Experimental Medicine & Biotechnology, Gastroenterology, General Surgery, Hepatology, Histopathology, Immunopathology, Medical Microbiology, Pediatrics, Pharmacology, Parasitology, Psychiatry, Virology.

VI. M.Sc. Biochemistry : 5 (General)

M.Sc. Biotechnology : 5 (General-3, SC-1, ST-1)

VII. M.Sc. Medical Technology (Pathology) with Immunopathology-2, Histopathology-2 as special subject.

VIII. M.Sc. Medical Technology (Microbiology) with Bacteriology & Mycology-2, Parasitology-2, Virology-2 as special subject.

IX. M.Sc. Medical Technology (Pharmacology & Physiology)-1.

X. M.Sc. Medical Technology (Biochemistry)-2.

XI. M.Sc. Medical Technology (Radiology) with Radiotherapy as special subject-1.

GENERAL INFORMATION

- For all courses, where MBBS/BDS is an eligible requirement, the candidates who have made more than one attempt (i.e. have more than one failure, compartment or reappear) during their MBBS/BDS course, are not eligible. For DM/M.Ch. courses, the candidates who have made more than one attempt in MBBS or MD/MS career are not eligible. However, those belonging to Sch. Castes/Tribes with upto two attempts in the MBBS/BDS/MD/MS career will be eligible.
- The number of seats wherever indicated are provisional and are subject to change without any prior notice.
- The courses at Categories VII to XI above are only for sponsored/Deputed candidates.
- A candidate applying for more than one subject/course except category I is required to submit separate application complete in all respects for each subject/course.
- Application forms alongwith prospectus (Brochure of Information) are available from the office of the undersigned either personally on payment of Rs. 300/- at the counter (Kairon Block, Room No. 361) from 10.30 AM to 11.30 AM and from 2.30 PM to 3.30 PM on all working days except Saturdays (On Saturdays, form will be available from 10.30 AM to 11.30 AM) or by post for which the request must be accompanied with a self addressed thick envelope of size 24 x 15 cms) bearing postage stamps of Rs. 12/- and Bank Draft/Postal Orders for Rs. 300/- drawn in favour of the Director of the Institute.

Note : No request for the supply of form by post will be entertained after 7.5.1999.

**OFFICER INCHARGE
ACADEMIC SECTION**